Gifted Education in the United States:

Laws, Access, Equity, and Missingness Across the Country by Locale, Title I School Status, and Race

Marcia Gentry, Anne Gray, Gilman W. Whiting, Yukiko Maeda, and Nielsen Pereira

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FOREWORD

With the support of the Jack Kent Cooke Foundation and Purdue Research Foundation, this report has been an important journey with critical findings. In it we highlight the past and current inequities in the field concerning race, income, and locale. As shown by the data in this report, gifted education has much work to do to shed the seemingly accurate perceptions of classism, racism, and the resulting elitism that have plagued our field for so many years. Our intention is that this work will set a baseline from which to improve. We intend for this report to draw attention needed to make substantial changes to how children with gifts and talents are identified, developed, and served. As a country we can ill-afford to ignore the potential talents of the children in our schools. With as many students missing from gifted identification as are actually identified, we are in crisis concerning lost talent potential. The facts that contribute to missingness are shocking:

- 42% of schools in 2015–2016 did not identify a single student with gifts and talents;
- Students who attend Title I schools are identified a rate of only 58% of their counterparts in Non-Title I schools; and
- American Indian/Alaska Native, Black, Latinx, and Native Hawaiian students are less likely than their Asian and White counterparts to be identified with gifts and talents with representation indices of 0.83, 0.57, 0.67, and 0.62, respectively.

We must strive to create access to talent development programs for all students; identify and serve students equitably; and ensure that all of the United States' talented youth are nurtured and valued regardless of the color of their skin, their family income, or the location of their home.

We hope this report inspires educators and policy makers across the country to engage in this difficult and important work. The time for change is now.

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EXECUTIVE SUMMARY

This project investigated ***laws***, ***access***, ***equity***, and ***missingness*** related to gifted education identification as reported biennially to the federal government Office of Civil Rights by all public schools in 2000, 2011–2012, 2013–14, and 2015–16. Specifically, we examined these areas nationally, and by state across schools for Non-Title I and Title I schools, by Locale (i.e., City, Suburb, Town, Rural), and by Race (i.e., American Indian/Alaska Native American [AIAN]; Asian; African American/Black [Black]; Hispanic/Latino [Latinx]; Native Hawaiian/Pacific Islander [NHPI]; Two or More Races [TMR]; and White). Report cards were developed for each state and findings were synthesized. Representation indices were used to investigate equity. These analyses were compared to previous similar analyses.

Laws

Most states have laws concerning gifted education (*N*=38); however laws vary widely with some only having language requiring identification (*N*=7) but not services, and some requiring identification and services (*N*=30). Of those 30 states, 6 have no funding and 4 are fully funded. Of the remaining 13 states with no laws, 11 have language, with 4 of those having partial funding. Only 2 states have no language, mandate, or funding. The top 25 states in terms of access to identification have mandates. Although access does not necessarily translate to equity, it is essential for equity. Additionally, access results in lower numbers of missing students. Those states with fully funded mandates for identification and services (FL, GA, IA, OK) lead in access to gifted education services, with Florida and Oklahoma showing promise in areas of equity. (See Figure 1.)

Access

Access is defined as attending a school that identifies youth with gifts and talents. Nationally, in 2015–2016 67.38% of students had such access and these students attended 55.58% of schools in the country. This is a decrease from 2000 of 6% and 4%, respectively.

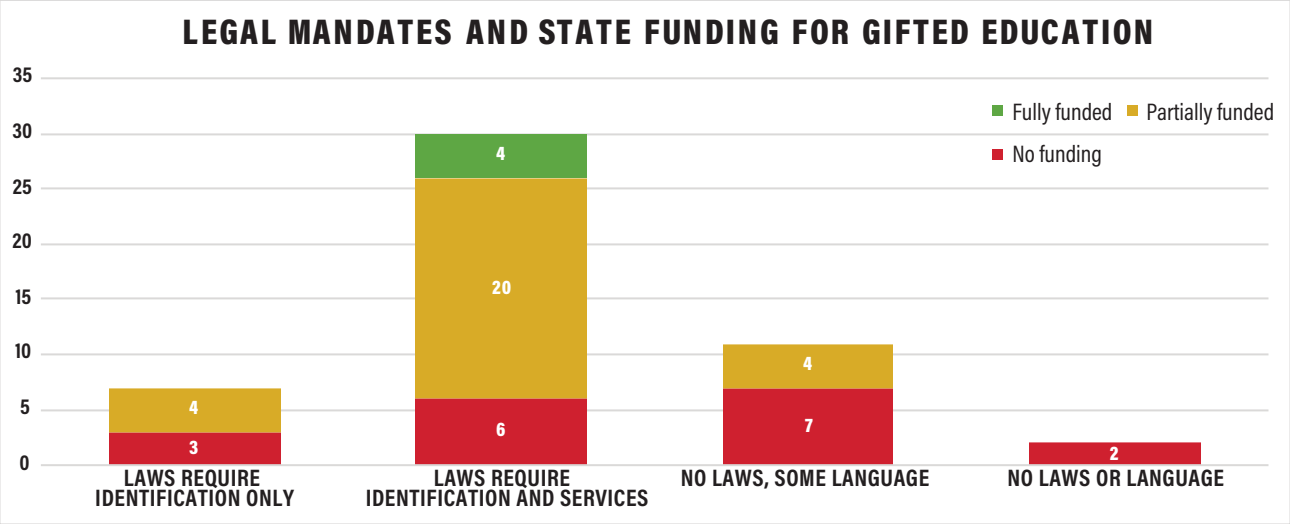


FIGURE 1. **Count of State Mandates for Gifted Education, Identification, Services, and Level of Funding in 2015–2016**

TABLE 1

Percentage of Schools With Identification and Percentage of Students Identified in 2015–2016

Access = Attending a school that identifies youth with gifts and talent		Percentage of Schools That Identify Students	Percentage of Students Identified
	Non-Title I Schools	55.65%	13.46%
	Title I Schools	61.35%	7.86%

In general, more Title I schools than Non-Title I schools identify students with gifts and talents (Table 1), so access in Title I schools is not a cause of underrepresentation or of students missing from gifted education identification nationally. However, nationally and in most states (*N*=42; these data are not available for DC, MA, RI & VT), fewer students are identified in Title I than in Non-Title I schools. Nationally in 2015–2016, 9.57% of students who attend schools that identify youth with gifts and talents were identified. However, 13.46% of students in Non-Title I schools were identified; whereas only 7.86% of students in Title I schools were identified. Thus, nationally, students who attend Title I schools are identified at 0.58 the rate of those who attend, wealthier, Non-Title I schools.

Access does not guarantee equity. Nationally, all racial groups, except for AIAN youth (with access at 0.92 that of the general population) have equal access to identification. Although across the states, Black, Latinx, and NHPI have equal access, they remain underrepresented in gifted programs. AIAN youth have unequal access in several states (AK, AZ, MT, SD, WY) with large proportions of these youth, which exacerbates their missingness from gifted education identification.

Nationally, little differences exist across City, Suburb, Town, and Rural locales in access to identification. However, when examined by state, only eight states (FL, IA, ME, NC, OK, SC, TX, VA) have equal access across these locales. Unequal access exists for City and Town locales

in 17 states, for Suburb locales in 5 states, and for Rural locales in 25 states. So, in half of the country, rural youth have less access to identification than do students who attend schools in other locales.

Equity

Equity in gifted identification was examined using representation indices (RI), which are simply the percentage of a group identified as gifted divided by its percentage in the general population. Equity is defined as having an RI of at least 0.80. A RI of 1.00 indicates perfect proportional representation. We refer to RIs greater than 1.00 as "well-represented" rather than "over-represented."

$$\text{Representation Indices} = \frac{\text{Percent of a group that is identified with gifts and talents}}{\text{Percent of that group in the general population}}$$

Equity is a longstanding, persistent, and continuing problem for students who are AIAN, Black, Latinx, or NHPI nationally, and across all states and in all Locales. Fewer than 5% of students in the District of Columbia, Massachusetts, Rhode Island, and Vermont had access to identification, thus these states were omitted from analyses on equity.

Although fewer students are identified in general in Title I schools as stated above, students in all racial groups—except for Black youth—are more equitably identified (albeit still underidentified in most cases) in Title I than in Non-Title I schools.

Racial equity is so bad across the states, here we report the only equitable RIs by underrepresented group.

- For AIAN youth, RIs greater than 0.95 exist in Delaware, Alabama, North Dakota, Wyoming, Oklahoma, Hawaii (overall); Wyoming, New York, Connecticut, Delaware, Oklahoma (Non-Title I); and Delaware, Alabama, North Dakota, Hawaii, Oklahoma (Title I). RIs from 0.80 to 0.949 exist in Georgia, New York (overall); Alabama, Arizona, Georgia, West Virginia (Non-Title I); and Virginia, Georgia, Tennessee, Florida (Title I).
- For Black youth, RIs greater than 0.95 exist in no states (overall); Illinois, Michigan (Non-Title I); and Utah, Wyoming, New York, Michigan (Title I). RIs from 0.80 to 0.949 exist in New York, Michigan, Utah, Arkansas (overall); no states (Non-Title I); and Arkansas, Maryland (Title I).
- For Latinx youth, RIs greater than 0.95 exist in no states (overall); no states (Non-Title I); and Utah (Title I). RIs from 0.80 to 0.949 exist in Florida, Texas (overall); Louisiana, Maryland (Non-Title I); and in Florida, Colorado, Texas, California, Nevada (Title I).

- For NHPI youth from the 20 states where they have sizeable populations, RIs greater than 0.95 exist in New Jersey, New York, Illinois, Virginia (overall); Illinois, New York, New Jersey, Utah (Non-Title I); and Virginia, New Jersey, Utah, Nevada, Georgia, Colorado (Title I). RIs from 0.80 to 0.949 exist in Utah, Georgia, California, Nevada (overall); Virginia, Georgia (Non-Title I); and in California, New York (Title I).

With regard to Locale, representation indices were used to investigate proportional equity overall and across Title I status. Although National equity across locales exceeded 0.80 except for Non-Title I Town schools, analyses by state revealed that Town and Rural schools have less equity in identification than do City and Suburb schools. Specifically, with 141 RIs for each locale among 47 states, 21 states had 34 RIs less than 0.80 for Rural locales and 31 states had 58 failing RIs for Town locales. Only 3 states, Arkansas, Mississippi, and New Hampshire, had equitable RIs across all locales and school types.

A breakdown by race, Title I status, and Locale further reveals the inequity across the country for underserved groups and for students who attend schools in Town or Rural locales.

Missingness

An area not found in previous reports that demonstrates gifted identification trends is *missingness*. We define missingness as students who could/should have been identified, based on the percentages identified in each state on average (lower boundary) and at the higher rate of identification in Non-Title I schools (upper boundary). Missing students come from two sources: Schools in which students have no access to identification (schools that do not identify students) and schools in which some groups of students are underidentified.

Nationally, in 2015–2016, 3,255,232 students were identified with gifts and talents, but between 2,092,850 and 3,635,533 were missing either because they attended a school that did not identify any children, or because they were a member of a group underidentified in schools that do identify students. This represents from 39% to 52% of students missing from gifted identification.

When broken down by race, these missing students come largely from underrepresented groups with the following ranges of percentages of each race missing from gifted education identification. For example, 63% to 74% of Black youth are missing from gifted identification.

- AIAN, 48% to 63%
- Asian, 20% to 26%
- Black, 63% to 74%
- Latinx, 53% to 66%

- NHPI, 59% to 72%
- TMR, 29% to 49%
- White, 29% to 42%

These data are described and provided in the full report and in the report cards for each state.

Bottom Line

The field of gifted education has much work to do to mitigate lack of opportunity and inequity within the field if all talents in the United States are to be developed. Multiple things affect whether a child is identified with gifts and talents. First is access: The child must attend a school that actually identifies students, and currently, more than one-third of children in the U.S. do not attend such schools. Second is attending a wealthier school: Children who attend Title I schools are identified at only 58% the rate of those who attend Non-Title I schools. Third is race: Children who are Asian or White are 2 to more than 10 times more likely to be identified with gifts and talents than students who are AIAN, Black, Latinx, or NHPI. Finally, are other variables including, but not limited to:

1. using tests for identification that yield disparate results or were not normed on the populations to which they are being applied, and applying national normative cut-off scores as the most important (or only) pathway to identification;
2. requiring multiple measures rather than using multiple pathways for identification;
3. failing to account for and mitigate differences in opportunity to learn;
4. requiring teacher referral as the first step to identification;
5. failing to diversify the teaching force and to employ/graduate culturally competent teachers; and
6. continuing to allow gifted education to be used as a tool of economic and/or racial segregation.

Through awareness of the problem, educators (and legislators) can act to:

1. ensure that all schools identify students with gifts and talents;
2. examine and improve rates of programming and identification in Title I schools; and
3. put into place equitable identification procedures and programming designed to develop and reveal talents among all children, and especially those that have been underserved for generations.

For More Information

This report as well as each state report card with narrative of methods and findings can be downloaded at www.purdue.edu/geri and click *Access Denied*. Also this link will take visitors to an interactive website where they can find visual summaries of the data contained in the full report.

GIFTED EDUCATION IN THE UNITED STATES: LAWS, ACCESS, EQUITY, AND MISSINGNESS ACROSS THE COUNTRY BY LOCALE, TITLE I SCHOOL STATUS, AND RACE

Much has been written about underrepresentation by income and race in gifted education during the past 40 years. Additional literature exists concerning gifted students in locales including city, suburban, town, and rural school settings. Sadly, little has changed. This report seeks to refine what is known about underrepresentation in gifted education by conducting more detailed analyses than have previously been done. Because of inequity in identification and services, many scholars and practitioners outside the field of gifted education raise concerns about racism, classism, and elitism within the field. Other scholars in the field of gifted education work to understand and solve inequity, and some continue to defend inequity as it exists.

Past work, including our own, has looked at the Office of Civil Rights (OCR) data, which is the only data set that collects giftedness by race, and reported on proportionality nationally and by state. Basically, scholars have calculated the percentage of gifted students nationally and applied that percentage to different races to show underrepresentation, which persists and remains constant.

In this report, we show that underrepresentation is even worse than has previously been reported, and in doing so establish new baselines from which to work. And we highlight the urgency of this crisis as *time is up* and systemic change must be a top priority to mitigate the vast and pervasive underrepresentation in gifted education of children who are Black, Latinx, and Native, children who live in poverty, and children who live in small town and rural locales. The field of gifted education has hidden behind test scores that yield disparate racial and economic results, as well as teachers as gatekeepers, for far too long in its practices to identify youth with gifts and talents. This must change, and it must change now for the field to move forward as a socially just field that is responsive to the talent development needs of children from all racial and economic groups. To do less would continue to perpetuate the

racism, classism, and elitism that currently plagues the field and prevent progress and growth in today's diverse educational institutions.

Areas of Research Focus

To understand where we have been and where we are with regard to racial and economic equity in gifted education identification, we use the OCR data from 2000 as a baseline. These data are from the first recent census in which data from [most] schools nationally were reported. This is followed by three census data sets from 2012, 2014, and 2016.

Rather than simply looking at racial numbers in gifted education nationally and by state, specifically we examine access, equity, and missingness in this report. We calculate:

1. *The number and percentage of student by race in schools that actually identify students as gifted, nationally and by state.* This is important because more than one-third of schools nationally did not identify any gifted students in each of these years (2000, 2012, 2014, and 2016).
2. *The number and percentage of students in schools that actually identify students as gifted in Non-Title I and Title I schools, nationally and by state.* This is important because Title I status is a measure of poverty concentration in a school, which is a more accurate [better] predictor of student academic failure then the poverty level of their families (Vanderhaar, Muñoz, & Rodosky, 2006). Additionally, it allows us to compare identification rates between these two types of schools and among races in each type of school.
3. *The percentage of students missing as gifted who attend schools that do not identify (or serve) students with gifts and talents and the percentage of those who are underidentified in schools that identify youth with gifts and talents.* This is important because past reports have underreported the numbers of students with gifts and talents by including schools that do not identify in the total, resulting in a smaller percentage of gifted students reported nationally and by state.

    a. The lower boundary estimate was derived from the average percentage of students identified in schools that identify students with gifts and talents. We use this percentage and multiply it by the number of students from each race who attend schools that do not identify students with gifts and talents. This provides the number of students missing due to lack of access to identification because they attend schools that do not identify. Next, we calculate the number of students missing from schools that identify from each race using the average percent multiplied by the number of students in that race. We subtract the actual

number of students identified in that race from this number—the differences are the missing students from each race. This provides the number of students missing due to underidentification within schools that identify students with gifts and talents. Last, we subtotal the missing from each race from schools that do not and do identify students with gifts and talents and combine the subtotals for an estimate of missing students at the lower boundary.

b. The upper boundary estimate is calculated in the same manner as the lower boundary estimate, but uses the average percentage of students identified with gifts and talents in Non-Title I schools, because they identify about one-third more students with gifts and talents than do their Title I counterparts. This is important because one could argue that this disparity in identification numbers represents missing children in schools that primarily serve students from lower income families.

c. By calculating lower and upper boundaries of missing students, we provide a range of how many students with gifts and talents go unrecognized in this county and by state. Unfortunately, most of these missing children in gifted education live in impoverished areas, with larger proportions attending town and rural schools, and coming from American Indian and Alaska Native, Black, and Latinx families, raising issues of continued racial and economic oppression within the field.

4. Next, we look at these same data by geographic region (e.g., City, Suburb, Town, and Rural) to examine how location affects identification of students with gifts and talents. We apply the same approach by considering schools that report and do not report gifted identification to determine if location affects students' opportunity for identification and, further, how equitable identification is by race in each of these four locales. We do this nationally and by state. In each of the above analyses we provide a representation index by race (Overall RI= $\frac{\%\text{ [each race in each community]Gifted}}{\%\text{ [each race in each community]Total}}$) to quantify the extent of underrepresentation or to highlight races that are well-represented. We also provide RIs by locale.
5. Finally, we provide grades for each state using the most recent Civil Rights Data Collection (CRDC) data (2016) concerning:
   a. *Access to gifted identification*: If the percentage was equal to or greater than 90%, the state received an A for general access to gifted identification. If the percentage was equal to 80% through 89.99% then the state received a B; from 70%–79.99% was a C; from 60% to 69.99% was a D; and finally, less than 60% resulted in a grade of F.
   b. *Equity of identification between Title I/Non-Title I schools*: Ratios of .950 or greater were assigned an A; .900 to .949 a B; .850 to .899 a C; .800 to .849 a D. Less than .800 was considered failing.

c. *Equity of access by race*: Ratios of .950 or greater were assigned an A; .900 to .949 a B; .850 to .899 a C; .800 to .849 a D. Less than .800 was considered failing. (The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.)
d. *Equity of identification in different locales*: We examined City, Suburb, Town, and Rural locales by race using RIs for Overall schools, Non-Title I and Title I schools.
e. *Missingness from gifted education*: Missingness from gifted education was graded pass/fail by state based on the percentage of missing students, with 20% of fewer missing receiving a passing grade.

BACKGROUND LITERATURE

Context for the Literature

In this report, we address the problem of inequity demonstrated across time with the most comprehensive data sets available, and we consider multiple factors resulting in continued inequity in gifted education. There are a variety of variables that affect inequity, and if inequity was easily solved, such disparities would not exist in gifted education. Thus, we review in the following paragraphs the general background concerning underrepresentation in gifted education by race, income, and locale. Our work builds on previous work, but with a comprehensive view of access, equity, and missingness combined. First, this includes analysis of *who* has access to identification, followed by *how equitably* those who do have access are identified, then finally with *estimates of students who are missing*; calculated using a combination of students who have no access and students who are underidentified where they have access to identification. We believe that districts across the country can follow our methods and develop baseline understandings of where they fall on the access, equity, and missingness continua. From these understandings, they can begin to develop action plans to mitigate underrepresentation and improve services, implementing a rich complement of strategies and programs to fully develop the gifts and talents of their youth.

Giftedness and Historical Underrepresentation

Gifted education in the United States has a long, persistent, and pervasive history of inequity in identification and services for youth who come from poverty; who are American Indian/Alaska Native, Black, Latinx, and Native Hawaiian or Pacific Islander; and/or who are learning to speak English. Similarly, education for these same children has a legacy of being inferior to that of White and Asian students and students whose families have financial means. For decades, scholars have written about how students from poverty (including poor White students) and students of "minority" backgrounds are disadvantaged in schools and how their talents often go unrecognized and undeveloped (e.g., Passow, Goldberg, & Tannenbaum, 1967; Renzulli, 1973; Torrance, 1968; Witty & Jenkins, 1934). Literally volumes of literature exist about

disparities in educational opportunity, educational quality, and educational outcomes, with some of that work focused on development and identification of talent.

In an effort to capture and develop more human talents, scholars have called for a broadened definition of giftedness for decades. In 1978, Renzulli proposed giftedness as a behavior in his Three Ring Conception of Giftedness. He suggested giftedness could be found in any area of human endeavor and required only above-average ability in that area when coupled with creativity and task commitment. Renzulli's ground-breaking theory was followed by Gardner's Theory of Multiple Intelligences (1983) and Sternberg's Triarchic Theory (1985), each expanding the notion of what giftedness and talent means. The National Excellence report (U.S. Department of Education [USDOE], 1993), which was the first report on giftedness since Marland's 1972 report, expanded the notion of giftedness as well as called for recognition of its existence across all populations and all areas of human endeavor as follows:

> Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, pose an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. *Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor* [emphasis added]. (p. 11)

In the 2000s, the National Association for Gifted Children (NAGC, n.d.) defined giftedness as:

> Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports). (para. 5)

Yet despite these contributions, definitions, and calls for equity, most programs today still include a standardized measure of intelligence or aptitude for identification (NAGC, 2013; NAGC 2015). The overreliance on these measures as the only or most important pathway into a program contributes to the inequities we see across the country (Gentry et al., under review).

Recently, we conducted a review of intelligence measures, their normative groups, their validity including cross group analyses, and their role across the United States in identifying students with gifts and talents. Of the 42 states (this includes the District of Columbia) that

responded to the State of the States survey (NAGC, 2015), 13 require an IQ score for identification and 20 states identify one or more approved IQ measures for use in identification. The problem is that among the top five group-administered tests (Cognitive Ability Test [CogAT; Lohman, 2011]; Kaufman Brief Intelligence Test [KBIT; Kaufman & Kaufman, 2004a, 2004b]; Otis-Lennon School Ability Test [OLSAT; Otis & Lennon, 2003a, 2003b, & 2003c]; Naglieri Nonverbal Ability Test [NNAT; Naglieri, 2018a, 2018b, & 2018c]; Woodcock Johnson Test for Cognitive Abilities IV [WJ IV; McGrew, LaForte, & Schrank, 2014]) and top five individually-administered tests (i.e., Kaufman Assessment Battery for Children II [KABC; Kaufman & Kaufman, 2004b]; Raven's Standard Progressive Matrices [RPM; Raven, Raven, & Court, 2000a, 2000b]; Stanford-Binet Intelligence Test V [SB; Roid, 2003]; Test of Nonverbal Intelligence IV [TONI; Brown, Sherbenou, & Johnsen, 2010]; Wechsler Intelligence Scale for Children V [WISC; Weschler, 2014a, 2014b]) listed by these states, only the TONI provided means for racial groups, and these means were lower for Black and Latinx participants. Most tests were developed by using a sample approximating the national percentages of Black, Latinx, and White students in the country, and only the Woodcock Johnson included American Indian/Alaska Natives in their samples. Only the CogAT7, OLSAT8, TONI4, and WJ IV conducted invariance testing among the racial groups in their samples, but none shared group means. The continued and widespread use of tests such as these to identify students with gifts and talents, despite the fact that they consistently yield disparate racial results, may be one factor in continued underrepresentation. If test developers cannot and do not show that their measures yield equitable scores across racial groups, then these tests cannot be expected to yield equitable results across these groups. And the use of these scores as the most important or as a required pathway into gifted education results in underidentification of children who come from low-income families, children who speak English as a new language, and children who are American Indian/Alaska Native, Black, Latinx, or Native Hawaiian or Pacific Islander (Gentry et al., under Review; Peters, Gentry, Whiting, & McBee, 2019).

Office of Civil Rights Data as a Metric of Underrepresentation

Many before us have used the Office of Civil Rights data to examine equity among races in gifted education, as this is the only federal data base to report identification as gifted by race. Sadly, for example, Ford (1998), Yoon and Gentry (2009), and Peters et al. (2019) and others have all found serious and consistent inequities along racial lines over time. Specifically, as Yoon and Gentry (2009) reported, AIAN, Black, and Latinx youth are less likely than their White and Asian peers to be identified as gifted, and this trend dates back to 1978. Peters et al. (2019) followed Yoon and Gentry's analysis adding data about Limited English Proficiency (LEP) and

Individuals with Disabilities Education Act (IDEA) to their study, and again, reported little change in underrepresentation over time. Now, with even more nuance, as we show in this report, these inequities persist, and when compared with previous reports, little has changed in decades.

What we did in this technical report that sets it apart from previous work involved adding *school Title I status* (i.e., Title I or Non-Title I) and *Locale* (i.e., City, Suburb, Town, Rural) variables to the data set. Doing so enabled us to better understand access, equity, and missingness across schools that serve poor students and within differing community locales.

Second, before examining any inequity, as has been done in the past, frequently using representation indices, we determined whether students had access to identification. As described in our methods section, finding a Representation Index (RI) involves dividing the percentage of a specific race (or any group) in the gifted population by the percentage of the same race (or any group) in the general population. This yields an RI, a ratio that indicates how proportionally represented the group is in the gifted program. Previous researchers, Gentry included, have calculated RI for different states, without first determining whether and to what extent children are even identified with gifts and talents across that state. Doing so actually reduced the percentage of students reported as identified as gifted as all of the schools that fail to identify any children are included in the calculations. For example, as we found in this report, in 2015–2016, 6.45% of students nationally were identified with gifts and talents. However, when we calculated this percentage from only schools that identify, the percentage identified is 9.57%, a more accurate number reflecting the percentage of students identified in schools that actually identify students with gifts and talents. Thus, in addition to adding variables to the data sets, we found which schools in each state identify students with gifts and talents and reported this percentage of schools (and the percentage of students who attend school that identify) as access. We then used only the schools that actually identify students with gifts and talents in our analyses to examine RIs and equity.

Finally, taking into account the schools in all the states across the country that do not identify students with gifts and talents and the underidentification of students in schools that do identify, we estimated students missing from gifted education identification by race for each state.

This three-step approach adds richness and understanding to what is known about equity, extending previous work by adding variables and information on access and missingness previously not addressed in the literature.

Related Reports

A variety of reports in the past decade have highlighted issues with inequity, achievement gaps, and poverty gaps. In the following paragraphs, we highlight a few of these that are related to the work in this report.

The Achievement Trap (Wyner, Bridgeland, & Dilulio, 2009) using longitudinal date from the *Early Childhood Longitudinal Study—Kindergarten Cohort* (ECLS-K), the *National Education Longitudinal Study* (NELS), and the *Baccalaureate and Beyond Longitudinal Study* (B&B), examined high-achieving (achieving in the top quartile) students from families living below the median income from kindergarten through graduate school. Disparity begins early with only 28% of high-achieving first graders coming from low-income families, whereas 72% come from higher income families. These high-achieving students from low-income families are less likely to persist as high achievers than their higher income peers, and they are twice as likely to drop out of school. Once in college the trend continues, as they are less likely than their higher income peers to complete a bachelor's degree (54% vs. 78%), less likely to attend selective colleges in favor of less selective colleges (19% vs. 29%), and less likely to receive a graduate degree (29% vs. 47%). All of these outcomes reveal a loss of talent among high-achieving students from low-income families.

This was followed by *Unlocking Emergent Talent* (Olszewski-Kubilius & Clarenbach, 2012) a monograph commissioned by the National Association for Gifted Children regarding how to support high achievement of students with high ability who come from low-income families. In this report, the authors identify familiar barriers including defining giftedness as already developed rather than potential, misconceptions about high-potential students from poverty, a lack of pedagogy and curriculum supportive of talent development, identification practices, program policies, and lack of supplemental programming. They go on to make good suggestions for changes to address these barriers and facilitate development of student talents.

In *Mind the Other Gap,* Plucker, Burroughs, and Song (2010) coined the term *excellence gaps*, or performance gaps among the highest achievers by race (Black, Latinx, White, only), English Language Learner status, and eligibility for federal meal subsidy, and examined their existence by state using National Assessment of Educational Progress (NAEP) data. This report was soon followed by *Talent on the Sidelines* (Plucker, Hardesty, & Burroughs, 2013). In each of these reports, Plucker and his colleagues quantified the excellence gaps. They found excellence gaps among White youth and their Black and Latinx peers, between non-ELL and ELL students, and between those not eligible for federal meal subsidy and those who qualified for this subsidy. These excellence gaps generally persisted across time and subject areas, and in the few instances gaps were shrinking, it was due to decreased performance among the top subgroups. In the 2013 publication, Plucker et al. emphasized the existence of an underclass and discussed how this is a loss of potential talent and productivity to the nation.

The Jack Kent Cooke Foundation supported two recent reports by Plucker and colleagues (Plucker, Giancola, Healey, Arndt, & Wang, 2015; Plucker, Glynn, Healey & Dettmer, 2018) that assessed the extent to which states have policies and practices that address the needs of high-ability learners from low-income families. The 2018 report chronicled changes since the 2015 report and graded each state on *excellence* (subcategories: Policies, Participation, Outcomes) and *closing excellence gaps* (same subcategories). Although some improvements in policy related to programming and gaps were made from 2015 to 2018, few states were addressing the massive excellence gaps that exist and that persist. The authors made recommendations to districts to attend to both excellence and excellence gaps; to maximize opportunities for identification for advanced learning and to ensure that all high-ability youth have access to advanced educational opportunities; to remove barriers to pace of study; to hold LEAs accountable for the performance of their high-ability students from all income groups; and to create comprehensive plans for talent development. Examining our findings concerning access, equity, and missingness as compared with Plucker and colleagues' findings will provide additional insights into how states perform concerning talent development and underserved youth.

In January of 2018, Yaluma and Tyner addressed the "gifted gap" among high-poverty schools. They investigated the prevalence of gifted programs in elementary and middle schools in low-, medium-, and high-poverty schools finding, like us, that about 68% of schools have a gifted program and that high-poverty schools are as likely as low-poverty schools to have such programs. In addition, schools with larger proportions of "minority" students are as likely to have gifted programs as schools with smaller proportions of these students. However, consistent with our findings they reported that students in low-poverty schools are twice as likely to be identified with gifts and talents than their peers in high-poverty schools, and in all schools, Latinx and Black students are underrepresented when compared with White and Asian students. These researchers omitted AIAN and NHPI students from their analyses. So, for students of color and students who attend high-poverty schools, the "gifted gap" continues.

The Institute for Education Sciences released *Status and Trends in the Education of Racial and Ethnic Groups* in 2018 (de Brey et al, 2019), and although this report did not deal directly with identification or programming for students with gifts and talents, the authors analyzed 30 indicators related to demographics (9 indicators), achievement (4 indicators), student behaviors and persistence (12 indicators), and outcomes of education (4 indicators). The report is comprehensive, and despite over time more students of all races completing high school and attending college, racial differences persist and exist concerning these attainments. With regard to achievement, de Brey et al. investigated gaps between Black and White and between Hispanic and White youth in reading and math in grades 4 and 8 from 1992 to 2017. Although some gaps narrowed, others remained constant. All gaps are substantial, ranging in 2017 from 23 points (Hispanic/White) for grade 4 reading to 32 points (Black/White) for grade 8 math. In

short, this report confirmed for all students what we see concerning gifted students by race related to all the indicators measured.

Locale

Gifted education by locale is not well investigated, with a few studies on rural or urban locations providing context of underrepresentation, often connected to fewer resources in these locales. For example, Howley, Rhodes, and Beall (2009) discussed the challenges of gifted education in rural areas, which included declining populations, poverty, changing demographics, accountability requirements and the negative effects these challenges have on programming for gifted youth. In Texas, Kettler, Russell, and Puryear (2015) found that of 1029 school districts, rural schools spent a smaller proportion of their expenses and dedicated a smaller percentage of staff for gifted education than did school districts in other locales. Further, they found that town schools allocated fewer staff members for gifted education compared to city and suburban locales. Lawrence (2009), in her literature review of rural gifted education identified barriers affecting rural students with high ability. Among the challenges she identified were belief by educators that these students will make it on their own coupled with resistance to differentiate or accommodate their special learning needs; lack of school resources for talent development programs; lack of teacher expertise in recognizing and developing student talents; and lack of parental support for advanced programming. In the most recent and comprehensive report today on talented youth in rural areas, Lynn and Glynn (2019) reviewed challenges and barriers faces by talented rural youth and their educators and offered 14 recommendations for identifying and educating rural students with exceptional promise. These recommendations include changing identification practices to use quantitative measures appropriately, incorporating student interviews as well as community and educator feedback, and paying attention to underserved youth. Lynn and Glynn (2019) also made recommendations about academic services for talented rural youth. Among these recommendations were exposing students to people and opportunities outside of their rural areas, engaging educators in professional development, providing consistent acceleration and enrichment programming, and creating a robust peer community with older role models while working closely with families.

Poverty

It is well known that youth from poverty are underrepresented in gifted education, but because individual poverty information is frequently hard to obtain, some of this literature

focuses on schools, neighborhoods, or zip codes that indicate overall wealth of the areas in which schools exist. In this report, we used Title I status (more than 40% of children eligible for federal meal subsidy) by school to define poverty because school poverty is a strong predictor variable and because we did not have individual income data. School-level poverty has received little attention from researchers in gifted education or from studies concentrating on high-achieving students. However, in general education, poverty has been investigated not only at the student level, but also at the school level. Vanderhaar, Muñoz, and Rodosky (2006) argued that school poverty rate is a stronger predictor of academic failure than student-level poverty. To be specific, the percentage of students who received free or reduced-price lunches within a school was associated with the number of students who scored below the state standards of achievement. Furthermore, despite a relatively small number of studies, school poverty has been found to be negatively associated with student academic attitudes and motivation (Battistich, Solomon, Kim, Watson, & Schaps, 1995). Less qualified teachers and a lack of available school resources for use in educating students were found as possible reasons for the negative effects of impoverished schools on student achievement (Clotfelter, Ladd, Vigdor, & Wheeler, 2006; Myers, Kim, & Mandala, 2004).

Past, Present, Future

Despite the large body of literature documenting underrepresentation for decades, much less literature exists concerning effective interventions. Baldwin (1987); Frasier (1979); Passow et al. (1967); Renzulli (1971, 1973); Torrance (1968); and Witty and Jenkins (1934) are just a few of the pioneers who, early on, offered suggestions, many of which are relevant today, to address equitable talent development for underserved youth. Renzulli (1971), considering talent potential among disadvantaged youth, discussed the need for measures that are not language dependent, methods that do not rely on written responses, and for identification to "be a continuous process that begins in the early years and that is carried out with unusual frequency" (p. 124). Frazier (1979) suggested that issues surrounding culturally disadvantaged youth needed to be rethought, and Baldwin (1987) called for flexibility in identification and teacher education. Yet, underrepresentation continues today.

What we know is that if we continue to turn a blind eye to this problem, underrepresentation, loss of talent, and status quo will persist. Peters and Engerrand (2016) identified two themes in the literature concerning the causes of underrepresentation. First, they explained a belief that assessments used in identification are inherently flawed or biased against certain groups. Second, with a more nuanced view, they suggested it is the ways in which the students are identified that results in underrepresentation. For example, if a student can only be considered

for identification through a teacher referral, many students will never have the opportunity for consideration. Peters and Engerrand (2016) discussed how unequal opportunities for learning must be considered because fewer opportunities to learn puts some students, many from families with low incomes, at a disadvantage when compared with other students who have had more learning experiences. Much is written on equity of identification, and as important as this is, when one considers opportunities to learn, it becomes necessary to move beyond the *identify and serve* mentality to a *serve and identify* mentality (Gentry, 2009). Simply put, more talent development programs need to be in place that will discover and cultivate talents (e.g., Gentry, 2009; Renzulli, Gentry, & Reis, 2014).

To be fair, this report focuses on the recent and longstanding status of underrepresentation, with an eye to the future and a tenant that if educators do not recognize the problem they cannot change it. Energy, resources, policies, and commitment to reverse these longstanding trends are essential as we move into the future. It is our intention that school personnel can follow our methods and review their own data, then, as Plucker et al. (2015) recommended, create a comprehensive plan for talent development with an eye toward excellence and equity. These steps include changes in identification practices, more inclusive programming practices, and implementation of programs designed to develop talents.

REPORT CARD METHODS

In developing state report cards, we compared each state to standards of reasonable access and representation as criterion, rather than to a normative number. Definitions about what giftedness is and who qualifies for services vary across states, and even within states. Policies, laws, and practices in the field of gifted education vary widely across the country from zero polices to strict laws. Thus, we used proportional data and criterion-referenced benchmarks from which to derive grades concerning the opportunity to be identified with gifts and talents and equity across underserved groups including Non-Title I/Title I Schools, Race, and Locale. Finally, we estimated the number of students missing across each state. We used the data primarily from 2015–2016, with secondary data sources from 2000, 2011–2012, 2013–2014—all census data years—to develop a report card for each state in these areas. In addition, due to their small populations, we noted for AIAN and NHPI on the report card when a state had a substantial population of these children. Specifically, for AIAN, this included the 27 states in which 90% of these youth reside. For NHPI, it included the 20 states in which 90% of these youth reside.

In general, to develop grades we set criteria for said grades as explained in the following sections. With the exception of *opportunity to be identified as gifted*, where we used a straight grading scale of 60% for a D to 90% for an A, we used the Equal Employment Opportunity Commission adverse impact measure of .80 (29 C.F.R. § 1607.4(D), 1978), comparing this to a standard of 1.00 (rather than to other groups) as a passing grade. This threshold was applied to gifted education by Ford (2013) in her testimony in *McFadden vs. Board of Education for Illinois School District U-46* (2006) concerning severe underrepresentation of Hispanic and Black youth in gifted programs. Known as the four-fifths rule and codified by law (29 C.F.R. § 1607.4(D), 1978), this threshold denotes adverse impact as follows,

> a selection rate for any race, sex, or ethnic group which is less than four-fifths or 80% of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while greater than four-fifths rate will not generally be regarded by Federal enforcement agencies as evidence of adverse impact." (29 C.F.R. § 1607.4(D), 1978; see section "Adverse impact and the four-fifths rule")

Given that identification with gifts and talents and placement into special programs afford opportunities to children for advanced learning, underrepresentation as in the *McFadden v. Board of Education* and as found throughout these analyses is discriminatory and constitutes adverse impact.

In developing the report cards, we used the following procedures and criteria:

Criterion 1: Laws

First we noted whether the state has a **mandate or law for gifted** education, briefly describing the law (and providing a link to it when applicable).

Criterion 2: Opportunity to Be Identified With Gifts and Talents

Second, we graded the **opportunity to be identified as gifted,** and thereby receive services. Each state received a grade for the percentage of students who attend schools that report identifying students.

If the percentage was equal to or greater than 90%, the state received an A for general access to gifted identification. If the percentage was equal to 80% through 89.99%, then the state received a B; from 70%–79.99% was a C; from 60%–69.99% was a D; and finally less than 60% resulted in a grade of F.

- A rank from 1 to 51 was provided to reveal the state's relative position compared with other states concerning overall opportunity for identification.
- Longitudinal data from 2000 to present were examined to determine whether access was improving (% increasing), inconsistent, or declining (% decreasing). These trends are provided in the state report.

To further understand **opportunity for identification**, we looked at **equity of identification between Title I and Non-Title I schools** by examining the percentage of students identified in each of these types of school. Nationally, in 2015–2016, an average of 9.57% of students who attended schools that identify giftedness were identified, but this percentage was greater in Non-Title I (13.46%) than in Title I (7.86%) schools, meaning Title I schools identify only 58.11% of the students that Non-Title I schools identify. Therefore, we examined this inequity in each state and calculated the ratio of students between these settings by dividing the percent identified in Title I schools by that of those identified in Non-Title I schools. A ratio of 1.000 would indicate perfect equity between Non-Title I and Title I schools concerning the percentage of students they identify for gifted services. Ratios greater than 1.000 indicate a larger percentage of students identified with gifts and talents in Title I than in Non-Title I schools. Therefore, ratios

of .950 or greater were assigned an A, .900 to .949 a B, to .850 to .899 a C, and .800 to .849 a D. Less than .800 was considered failing. A rank from 1 to 51 was provided to highlight the state's relative position in comparison to other states with regard to equity between Title I and Non-Title I Schools.

Finally, concerning **opportunity for identification**, we investigated the proportion of students from each race who have access to be identified. For example, nationally, 67.38% of students attend a school in which they have an opportunity to be identified with gifts and talents; yet only 61.87% of AIAN students attend such schools. Thus, AIAN students have only 92% the access of other students as determined by a ratio of AIAN student access to National student access (61.87/67.38 = .9183). We calculated this ratio for each racial group to investigate whether underrepresentation could be attributed in part to lack of access to be identified. Then we applied the same grading scale as described above in the Title I status section.

Criterion 3: Equity Across Underserved Groups

To better understand how Title I status affects group opportunity and representation, we used Representation Indices (RI), to examine the proportional representation of subgroups (e.g., Non-Title I/Title I; Racial Groups; Locale groups) within gifted populations to their occurrence in the general populations. A RI is a simple formula that yields a ratio, which quantifies how represented a subgroup is (in this case students identified as gifted) compared with their presence in the general population. Computing an RI requires the percentage of students identified as gifted who come from a given student population as well as the percentage of students in an overall population from that same subgroup. For each calculation we included schools that identify students with gifts and talents and excluded schools that do not identify.

$$RI = \frac{\%\ \text{Gifted}}{\%\ \text{Total}}$$

For example, if a state's identified gifted population is made up of 10% Black students, but the state's population is 20% Black students, then the RI for Black students would be:

$$.50 = \frac{.10}{.20}$$

An RI equal to or greater than one indicates that the target subgroup is represented as expected or well-represented; whereas, an RI of less than one indicates that the target group is underrepresented.

We examined **equity overall by race**, then by race and Non-Title I or Title I schools. We used Representation Indices (RI) to examine the ratios with which race is represented Overall, in Non-Title I schools, and in Title I schools. An RI of 1.000 would indicate perfect equity. RIs greater 1.000 indicate well-representation of the subgroups. Therefore, RIs of .950 or greater were assigned an A, .900 to .949 a B, .850 to .899 a C, and .800 to .849 a D. Less than .800 is considered failing.

$$\text{Overall RI} = \frac{\%\text{ [each race]Gifted}}{\%\text{ [each race]Total}}$$

$$\text{Non-Title I RI} = \frac{\%\text{ [each race] Gifted in Non-Title I Schools}}{\%\text{ [each race] Total Students in Non-Title I Schools}}$$

$$\text{Title I RI} = \frac{\%\text{ [each race] Gifted in Title I Schools}}{\%\text{ [each race] Total Students in Title I Schools}}$$

Finally, we looked at **equity by race, among communities (i.e., City, Suburb, Town, Rural) and Non-Title I or Title I schools**. We used RI to examine the proportion that race overall, and by community in Non-Title I schools and in Title I schools, is represented. A proportion of 1.00 would indicate perfect equity. Proportions greater 1.000 indicate well-represented subgroups. Therefore, proportions of .950 or greater were assigned an A, .900 to .949 a B, .850 to .899 a C, and .800 to .849 a D. Less than .800 is considered failing.

$$\text{Overall RI} = \frac{\%\text{ [each race in each community]Gifted}}{\%\text{ [each race in each community]Total}}$$

$$\text{Non-Title I RI} = \frac{\%\text{ [each race in each community] Gifted in Non-Title I Schools}}{\%\text{ [each race in each community] Total Students in Non-Title I Schools}}$$

$$\text{Title I RI} = \frac{\%\text{ [each race in each community] Gifted in Title I Schools}}{\%\text{ [each race in each community] Total Students in Title I Schools}}$$

Criterion 4: Students Missing From Gifted Education Identification

Finally, we report **missing students** with lower and upper boundary estimates as follows. Note that students from all racial categories can be missing due to underrepresentation in Title I schools. Although Asian and White students are frequently well represented, we do not consider this as overrepresentation, nor do we adjust the missingness estimates due to well-represented subgroups.

Although we report lower and upper boundary missingness estimates as described in the following paragraphs, states are graded and ranked based on the more conservative lower boundary estimate. Missing 20% or fewer gifted students is graded as passing. Missing more than 21% is graded as failing. Ranking is done from fewest percent missing to greatest percentage missing from 1st to 51st.

The **lower boundary estimate** was derived from the average percent of students identified in schools that identify students with gifts and talents. We use this percentage and multiply it by the number of students from each race who attend schools that do not identify students with gifts and talents. A total of missing students from each race provides the number of students missing due to lack of access to identification because they attend schools that do not identify. Term definitions and formula follow for the lower boundary estimate.

> **AvgSchID%** is the average percentage of students identified in schools that identify
> **#(Race)NonIDSch** is the number of students from a racial group in schools without identification
> **AvgSchID% x #(Race)NonIDSch = #Missing(Race)GTNonIDSchools**

Next we calculate the number of students missing from schools that identify from each race using the average percent multiplied by the number of students in that race. Then we subtract the actual number of students identified from this number. A total of missing students from each race provides the number of students missing due to underidentification within schools that identify students with gifts and talents. This includes Title I schools that identify fewer students than do their Non-Title I counterparts as well as any type of school in which some racial groups are underidentified.

> **AvgSchID%** is the average percentage of students identified in schools that identify
> **#(Race)IDSch** is the number of students from a racial group attending schools that identify
> **#GT(Race)IDSch** is the number of students from a racial group identified with gifts attending schools that identify
> **(AvgSchID% x #(Race)IDSch) – #GT(Race)IDSch = #MissingGT(Race)IDSchool**

To complete lower boundary estimates, we subtotal each race from schools that do and do not identify students with gifts and talents and combine the subtotals for an estimate of missing students at the lower boundary.

The **upper boundary estimate** was based on the assumption that all schools ought to identify students at the rate of the wealthier, Non-Title I schools. Therefore, the upper boundary was derived from the percent of students identified in Non-Title I schools that identify students with gifts and talents. We use this percentage and multiply it by the number of students from each race who attend schools that do not identify students with gifts and talents. A total of missing students from each race provides the number of students missing due to lack of access to identification because they attend schools that do not identify. Term definitions and formula follow for the upper boundary estimate.

> **NonTitle ISchID%** is the percentage of students identified in Non-Title I schools that identify
> **#(Race)NonIDSch** is the number of students from a racial group in schools without identification
> **NonTitle ISchID% x #(Race)NonIDSch = #Missing(Race)GTNonIDSchools**

Next we calculate the number of students missing from schools that identify from each race using the percentage of students identified in Non-Title I schools multiplied by the number of students in that racial group. Then we subtract the actual number of students identified from this number. A total of missing students from each race provides the number of students missing due to underidentification within schools that identify students with gifts and talents. This includes Title I schools that identify fewer students than do their Non-Title I counterparts, as well as any type of school in which some racial groups are underidentified.

> **NonTitle ISchID%** is the average percentage of students identified in schools that identify
> **#(Race)IDSch** is the number of students from a racial group attending schools that identify
> **#GT(Race)IDSch** is the number of students from a racial group identified with gifts attending schools that identify
> **(NonTitle ISchID% x #(Race)IDSch) – #GT(Race)IDSch = #MissingGT(Race) IDSchool**

To complete upper boundary estimates, we subtotal each race from schools that do and do not identify students with gifts and talents and combine the subtotals for an estimate of missing students at the upper boundary.

Based on the missingness estimates at the upper and lower boundary, we calculated the percentage of students nationally, in each state, and for each race who are identified out of the number that *should* have been identified. To do this, we divided the number of students identified

overall, and then by race, by the number of students identified plus the lower boundary, then we repeated this equation using the upper boundary. This gives a range of identified students by percentage. We multiplied each result by 100 to convert to a percentage, then subtracted this result from 100 to provide the percentage of missing students for each boundary.

Overall:

1. $\frac{\text{Actual ID (overall)}}{\text{Actual ID (overall)+Lower Boundary Missing Students (overall)}} \times 100 = \%$ ID at Lower Boundary
2. 100 – % ID at Lower Boundary = ***% Missing at Lower Boundary***

1. $\frac{\text{Actual ID (overall)}}{\text{Actual ID (overall)+Upper Boundary Missing Students (overall)}} \times 100 = \%$ ID at Upper Boundary
2. 100 – % ID at Upper Boundary = ***% Missing at Upper Boundary***

Each Race:

1. $\frac{\text{Actual ID (Each Race)}}{\text{Actual ID (Each Race)+Lower Boundary Missing Students (Each Race)}} \times 100 = \%$ ID at Lower Boundary
2. 100 – % ID at Lower Boundary = ***% Missing at Lower Boundary***

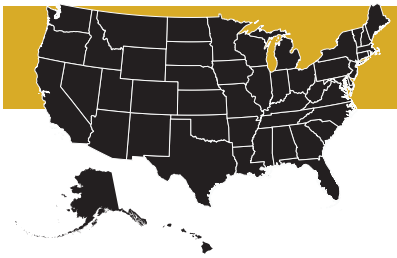
1. $\frac{\text{Actual ID (Each Race)}}{\text{Actual ID (Each Race)+Upper Boundary Missing Students (Each Race)}} \times 100 = \%$ ID at Upper Boundary
2. 100 – % ID at Upper Boundary = ***% Missing at Upper Boundary***

National Report Card and Individual State Report Cards

As described above, states were assessed and graded on legislation, access, equity, and missingness. Following each report card is a detailed report of data and findings. This assessment includes detailed demographic data, data from all races and locales, highlights of findings, interpretation of findings organized by report card categories to guide the discussion. State reports are then synthesized and summarized to provide a comprehensive picture across the United States concerning access, equity, missingness, and trends in gifted education.

REPORT CARDS

Following the methods outlined, a report card for the Nation and for each state was created. These report cards with narrative of methods and findings can be downloaded at www.purdue.edu/geri by clicking *Access Denied*. At this site a link is also provided for an interactive website where visual summaries of the findings can be found. Each report card contains summaries, grades, and findings from the states concerning Laws, Access, Equity, and Missingness revealing trends, exceptions, areas for improvement, and areas of promise.



NATIONAL REPORT CARD

LAWS

The U.S. Department of Education (U.S. ED) **does not mandate identifying or serving** "gifted and talented students, children, or youth." The U.S. ED **does not fund** gifted programming, outside of gifted funding provided through the Code of Federal Regulations to Bureau of Indian Education schools.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	D	67.38% of students attend a school that identifies students with gifts and talents
Rank	29 > Nation > 22	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 58% of the rate of those in Non-Title I schools (7.86% vs. 13.46% yields a ratio of 0.58 between Title I and Non-Title I schools)
Rank	30 > Nation > 17	Rank among 47 states in equity between Non-Title I and Title I schools (DC, MA, RI, and VT excluded from ranking)
Equity of Access by Race	B A A A	0.92 AIAN 0.97 Black 1.05 Latinx 0.97 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Nation Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	D–0.83	F–0.62	F–0.76	A–1.07	A–1.04
(*n*=322,453)	Non-Title I	F–0.67	F–0.53	F–0.73	F–0.65	C–0.89
	Title I	A–0.99	F–0.69	D–0.84	A–1.19	A–1.19
Black Equity	Overall	F–0.57	F–0.55	F–0.59	F–0.51	F–0.51
(*n*=5,102,620)	Non-Title I	F–0.62	F–0.60	F–0.64	F–0.63	F–0.58
	Title I	F–0.59	F–0.58	F–0.62	F–0.51	F–0.50
Latinx Equity	Overall	F–0.67	F–0.71	F–0.63	F–0.55	F–0.57
(*n*=9,177,492)	Non-Title I	F–0.57	F–0.56	F–0.59	F–0.41	F–0.54
	Title I	F–0.78	D–0.83	F–0.76	F–0.59	F–0.62
NHPI Equity	Overall	F–0.62	F–0.59	F–0.65	F–0.55	F–0.59
(*n*=126,432)	Non-Title I	F–0.50	F–0.44	F–0.51	F–0.41	F–0.68
	Title I	F–0.68	F–0.66	F–0.77	F–0.60	F–0.54

MISSINGNESS

Students Missing From Gifted Education Identification: 39% at the Lower Boundary. Grade: Fail. Rank: 28 > Nation > 23

Nationally 3,255,232 students were identified as gifted in 2016. The number of missing students in schools that do not identify and in schools that underidentify ranges from 2,092,850 to 3,635,533, (39% to 53%) with most of these missing students coming from Title I schools and from underserved populations. For example, 276,840 Black children are identified, with 469,213 to 771,728 (63% to 74%) missing. These numbers are detailed in Table 7 in the accompanying national report.

SUMMARY

Key Findings and Recommendations

Nationally access, equity, and missingness are an issue in gifted education. Proportionally fewer students are identified in Title I schools than in Non-Title I schools. Generally, AIAN, Black, and Latinx students remain underrepresented regardless of type of school or setting, and underrepresentation is not a function of access in places that identify, except for AIAN youth who are less likely than other students from other racial groups to attend schools that identify. However almost one-third of students and 40% of schools do not identify students. Missingness estimates reveal, in general, more students are missing than are identified, and for underserved groups this estimate is up to two (AIAN, Latinx, NHPI) to three (Black) times the number of students who are identified.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

geri Gifted Education Research & Resource Institute

ALABAMA (AL) REPORT CARD

LAWS The state of Alabama **mandates** by law **identifying and serving** "intellectually gifted children." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	C	74.45% of students attend a school that identifies students with gifts and talents
Rank	22nd	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 61% of the rate of those in Non-Title I schools (7.83% vs. 12.76% yields a ratio of 0.61 between Title I and Non-Title I schools)
Rank	28th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A A A A	1.10 AIAN 0.99 Black 1.00 Latinx 1.00 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	A–1.25	A–1.42	C–0.88	A–1.12	A–1.41
(*n*=6,860)	Non-Title I	B–0.94	A–1.20	C–0.85	F–0.74	A–1.09
Substantial population	Title I	A–1.47	A–1.29	D–0.81	A–1.39	A–1.48
Black Equity	Overall	F–0.49	F–0.65	F–0.49	F–0.46	F–0.43
(*n*=181,677)	Non-Title I	F–0.46	F–0.38	F–0.46	F–0.44	F–0.52
	Title I	F–0.54	F–0.72	F–0.51	F–0.48	F–0.48
Latinx Equity	Overall	F–0.54	F–0.61	F–0.49	F–0.47	F–0.56
(*n*=36,84)	Non-Title I	F–0.46	F–0.46	F–0.45	F–0.58	F–0.39
	Title I	F–0.59	F–0.73	F–0.50	F–0.50	F–0.62
NHPI Equity	Overall	F–0.50	F–0.66	F–0.29	F–0.11	C–0.86
(*n*=594)	Non-Title I	F–0.32	F–0.18	F–0.26	F–0.00	F–0.72
	Title I	F–0.65	A–0.97	F–0.33	F–0.17	B–0.91

MISSINGNESS

Students Missing From Gifted Education Identification: 35% at the Lower Boundary. Grade: Fail. Rank: 23

Alabama identified 51,695 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 28,237 to 43,746, (35% to 46%) with most of these missing students coming from Title I schools and from underserved populations. For example, 8,320 Black children are identified, with 14,917 to 23,506 (64% to 74%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With a mandate for identification, only 75% of students attend schools where identification occurs. Disparity exists between Title I and Non-Title I school identification rates, and Black and Latinx children are underidentified, averaging RIs well below 1.00 of 0.49 and 0.54, respectively. Alabama has better equity for AIAN students than do most other states. But given the underrepresentation of Black and Latinx youth in Title I and Non-Title I schools and in all locales, Alabama needs to reform policy and procedures to address issues of equity and access in its gifted programming.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

ALASKA (AK) REPORT CARD

LAWS The state of Alaska **mandates** by law **identifying, but not serving,** "gifted children." This mandate is **not funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	C	70.88% of students attend a school that identifies students with gifts and talents
Rank	25th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 71% of the rate of those in Non-Title I schools (5.64% vs. 7.99% yields a ratio of 0.71 between Title I and Non-Title I schools)
Rank	19th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	F	0.47 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.26 Black
	A	1.24 Latinx
	A	1.25 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.34	F–0.39	F–0.44	F–0.31	F–0.27
(*n*=10,320)	Non-Title I	F–0.34	F–0.34	F–0.54	F–0.32	F–0.32
Substantial population	Title I	F–0.37	F–0.44	F–0.23	F–0.32	F–0.33
Black Equity	Overall	F–0.57	F–0.47	F–0.56	F–0.78	B–0.91
(*n*=3,708)	Non-Title I	F–0.49	F–0.35	F–0.54	F–0.70	C–0.89
	Title I	F–0.69	F–0.56	F–0.66	A–1.01	F–0.45
Latinx Equity	Overall	F–0.66	F–0.60	F–0.67	F–0.72	F–0.61
(*n*=7,753)	Non-Title I	F–0.58	F–0.50	F–0.73	F–0.72	F–0.43
	Title I	F–0.79	F–0.70	F–0.52	F–0.67	A–1.01
NHPI Equity	Overall	F–0.45	F–0.39	A–1.10	F–0.48	F–0.26
(*n*=3,185)	Non-Title I	F–0.25	F–0.13	A–0.97	F–0.66	F–0.00
Substantial population	Title I	F–0.62	F–0.52	A–1.54	F–0.28	F–0.71

MISSINGNESS

Students Missing From Gifted Education Identification: 36% at the Lower Boundary. Grade: Fail. Rank: 24

Alaska identified 6,397 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 3,534 to 4,475, (36% to 41%) with most of these missing students coming from Title I schools and from underserved populations. For example, 241 AIAN children are identified, with 1,873 to 2,230 (89-90%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Despite a mandate requiring identification of youth with gifts and talents, only about 70% of Alaska's youth attend schools that do so. And 50% fewer AIAN youth attend these schools than do students from other races. Additionally, fewer students are identified in Title I than in Non-Title I schools. Together these circumstances result in severe underrepresentation of AIAN youth in Alaska. This is especially egregious, as Alaska has the largest proportion of AIAN youth, but serves the smallest proportion as gifted—only one in ten. Few AIAN youth even attend schools that identify students with gifts and talents, and when they do they are underrepresented. Black, Latinx, and NHPI students are also woefully underrepresented in Alaska. Clearly, reform is needed in Alaska concerning access to and equity in gifted education. Policy, practices, and identification procedures need review and revision.

Note. A blank indicates there are no students in that setting from this group; a zero indicates that although there are students in this setting none are identified with gifts and talents.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

ARIZONA (AZ) REPORT CARD

LAWS

The state of Arizona **mandates** by law **identifying and serving** "gifted pupils." This mandate is **not funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	D	63.30% of students attend a school that identifies students with gifts and talents
Rank	31st	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	A	Students in Title I schools are identified at 129% of the rate of those in Non-Title I schools (7.45% vs. 5.77% yields a ratio of 1.29 between Title I and Non-Title I schools); AZ is 1 of only 4 states with this ratio greater than 1.00
Rank	2nd	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	F	0.68 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.06 Black
	A	1.07 Latinx
	A	1.07 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.55	F–0.49	F–0.51	A–1.28	F–0.39
(*n*= 23,118)	Non-Title I	B–0.91	A–1.28			F–0.00
Substantial population	Title I	F–0.55	F–0.49	F–0.51	A–1.27	F–0.39
Black Equity	Overall	F–0.43	F–0.43	F–0.38	F–0.58	F–0.44
(*n*= 40,314)	Non-Title I	F–0.29	F–0.44	F–0.00		F–0.00
	Title I	F–0.43	F–0.43	F–0.38	F–0.61	F–0.47
Latinx Equity	Overall	F–0.65	F–0.65	F–0.58	F–0.62	D–0.82
(*n*= 340,617)	Non-Title I	F–0.63	F–0.78	F–0.61		F–0.00
	Title I	F–0.65	F–0.65	F–0.58	F–0.62	D–0.83
NHPI Equity	Overall	F–0.72	F–0.56	A–1.04	F–0.38	B–0.94
(*n*= 2,538)	Non-Title I	F–0.00	F–0.00			F–0.00
Substantial population	Title I	F–0.72	F–0.56	A–1.05	F–0.37	C–0.87

MISSINGNESS

Students Missing From Gifted Education Identification: 35%% at the Lower Boundary. Grade: Fail. Rank: 32

Arizona identified 53,066 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 28,808 to 42,230, (35% to 44%) with most of these missing students coming from schools that do not identify and from underserved populations. For example, 941 AIAN children are identified, with 2,161 to 3,038 (70% to 76%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Arizona has a mandate to identify youth with gifts and talents, yet only 63% of youth attend a school where this takes place. More Title I schools in Arizona identify students with gifts and talents, and they identify larger percentages of their students with gifts and talents than do Non-Title I schools. However, despite these circumstances, underrepresentation exists for AIAN, Black, and Latinx youth. Reform is warranted with respect to access, equity, policy, procedures, and how students are identified. AIAN youth are missing due to lack of access, and they are underrepresented in schools where identification takes place.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

ARKANSAS (AR) REPORT CARD

LAWS The state of Arkansas **mandates** by law **identifying and serving** "gifted and talented children and youth." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**B**	88.55% of students attend a school that identifies students with gifts and talents
Rank	**11th**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**B**	Students in Title I schools are identified at 90% of the rate of those in Non-Title I schools (10.67% vs. 11.91% yields a ratio of 0.90 between Title I and Non-Title I schools).
Rank	**9th**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**A**	0.98 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	0.98 Black
	A	0.98 Latinx
	C	0.89 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**F**–0.69	**F**–0.78	**F**–0.71	**F**–0.51	**F**–0.74
(*n*=2,719)	Non-Title I	**F**–0.53	**F**–0.44	**A**–1.01	**F**–0.15	**F**–0.62
	Title I	**F**–0.71	**D**–0.81	**F**–0.67	**F**–0.55	**F**–0.75
Black Equity	Overall	**D**–0.82	**A**–1.00	**F**–0.55	**F**–0.62	**F**–0.78
(*n*=84,202)	Non-Title I	**F**–0.54	**F**–0.45	**F**–0.34	**F**–0.56	**D**–0.80
	Title I	**D**–0.84	**A**–1.02	**F**–0.57	**F**–0.62	**F**–0.78
Latinx Equity	Overall	**F**–0.58	**F**–0.54	**F**–0.46	**F**–0.58	**F**–0.63
(*n*=51,373)	Non-Title I	**F**–0.40	**F**–0.33	**F**–0.55	**F**–0.46	**F**–0.35
	Title I	**F**–0.59	**F**–0.55	**F**–0.44	**F**–0.59	**F**–0.66
NHPI Equity	Overall	**F**–0.27	**F**–0.18	**F**–0.65	**F**–0.43	**F**–0.35
(*n*=2,761)	Non-Title I	**F**–0.38	**F**–0.09	**F**–0.38	**A**–3.43	**A**–1.82
Substantial population	Title I	**F**–0.27	**F**–0.18	**F**–0.71	**F**–0.38	**F**–0.33

MISSINGNESS

Students Missing From Gifted Education Identification: 18% at the Lower Boundary. Grade: Pass. Rank: 4

Arkansas identified 46,172 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 10,423 to 12,825, (18% to 22%) with most of these missing students coming from underserved populations. For example, 3,229 Latinx children were identified, with 3,186 to 3,874 (50% to 55%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Most students (88.55%) who attend school in Arkansas have equitable access to identification, and little disparity exists between the percentage of students identified in Title I and Non-Title I schools (0.90). Yet, AIAN students with an RI of 0.69, Black students with an average RI of 0.82, Latinx students with an average RI 0.58, and NHPI with an average RI of 0.27 remain underrepresented as gifted in this state. Policy and practice reform is needed to address these issues of inequity. Because underrepresentation and missingness in Arkansas is largely not a function of access, identification procedures need to be examined.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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CALIFORNIA (CA) REPORT CARD

LAWS The state of California **does not mandate identifying or serving** gifted students. There is **no funding** for gifted programs.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	D	67.78% of students attend a school that identifies students with gifts and talents
Rank	29th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 69% of the rate of those in Non-Title I schools (8.81% vs. 12.71% yields a ratio 0.69 between Title I and Non-Title I schools)
Rank	20th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	F	0.77 AIAN
	A	1.01 Black
	A	1.03 Latinx
	A	0.99 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.72	C–0.85	F–0.73	F–0.78	F–0.52
(*n*=18,810)	Non-Title I	F–0.65	F–0.75	F–0.63	F–0.73	F–0.50
Substantial population	Title I	F–0.77	C–0.89	D–0.81	D–0.80	F–0.56
Black Equity	Overall	F–0.59	F–0.59	F–0.56	F–0.46	F–0.61
(*n*=246,570)	Non-Title I	F–0.56	F–0.57	F–0.55	F–0.55	F–0.47
	Title I	F–0.62	F–0.62	F–0.60	F–0.43	F–0.71
Latinx Equity	Overall	F–0.74	F–0.74	F–0.73	D–0.80	F–0.76
(*n*=2,325,467)	Non-Title I	F–0.66	F–0.65	F–0.67	F–0.53	F–0.71
	Title I	D–0.81	D–0.80	D–0.83	D–0.84	D–0.80
NHPI Equity	Overall	C–0.86	C–0.85	D–0.82	F–0.79	A–1.03
(*n*=26,597)	Non-Title I	F–0.71	F–0.73	F–0.65	B–0.94	A–1.31
Substantial population	Title I	B–0.94	B–0.91	A–0.95	F–0.75	F–0.74

MISSINGNESS

Students Missing From Gifted Education Identification: 39% at the Lower Boundary. Grade: Fail. Rank: 29

California identified 424,890 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 274,119 to 401,139, (39% to 49%) with most of these missing students coming from Title I schools, schools that do not identify, and from underserved populations. For example, 14,676 Black children are identified, with 21,797 to 31,704 (60% to 68%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

California has steadily declined in access to identification since 2000 to its present level of 68% of students attending a school where students are identified with gifts and talents. Additional inequities exist between Title I and Non-Title I schools, with Title I schools identifying 31% fewer students. Proportionally fewer AIAN students attend schools where identification takes place than students from other racial groups, so together with Black and Latinx students they are underrepresented. Reform is needed in California regarding policy and procedures, leadership, and guidance to ensure access and equity to gifted education services for all children in California.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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COLORADO (CO) REPORT CARD

LAWS The state of Colorado **mandates** by law **identifying and serving** "gifted children." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**A**	93.38% of students attend a school that identifies students with gifts and talents
Rank	**3rd**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**F**	Students in Title I school are identified at 47% of the rate of those in Non-Title I schools (4.51% vs. 9.51% yields a ratio 0.47 ratio between Title I and Non-Title I schools)
Rank	**39th**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**A** 0.99 AIAN **A** 1.00 Black **A** 0.98 Latinx **A** 1.00 NHPI	The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**F**–0.50	**F**–0.65	**F**–0.48	**F**–0.25	**F**–0.43
(*n*=5,940)	Non-Title I	**F**–0.50	**F**–0.63	**F**–0.46	**F**–0.27	**F**–0.53
Substantial population	Title I	**F**–0.62	**F**–0.78	**C**–0.87	**F**–0.17	**F**–0.36
Black Equity	Overall	**F**–0.51	**F**–0.50	**F**–0.40	**F**–0.29	**F**–0.28
(*n*=38,882)	Non-Title I	**F**–0.49	**F**–0.48	**F**–0.41	**F**–0.21	**F**–0.30
	Title I	**F**–0.74	**F**–0.66	**F**–0.49	**F**–0.61	**F**–0.29
Latinx Equity	Overall	**F**–0.55	**F**–0.63	**F**–0.46	**F**–0.44	**F**–0.46
(*n*=275,260)	Non-Title I	**F**–0.51	**F**–0.54	**F**–0.49	**F**–0.45	**F**–0.49
	Title I	**B**–0.91	**A**–0.98	**F**–0.72	**F**–0.48	**F**–0.48
NHPI Equity	Overall	**F**–0.68	**F**–0.71	**F**–0.52	**A**–0.95	**C**–0.88
(*n*=1,943)	Non-Title I	**F**–0.64	**F**–0.72	**F**–0.47	**F**–0.60	**F**–0.77
Substantial population	Title I	**A**–0.96	**F**–0.74	**A**–1.20	**A**–2.42	**A**–1.54

MISSINGNESS

Students Missing From Gifted Education Identification: 20% at the Lower Boundary. Grade: Pass. Rank: 7

Colorado identified 69,067 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 16,859 to 22,174, (20% to 24%) with most of these missing students coming from Title I schools and from underserved populations. For example, 12,553 Latinx children are identified, with 12,134 to 16,315 (49% to 57%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Colorado ranks third in access to identification nationally with more than 93% of students attending schools that identify, but at the same time has large inequity between identification rates in Title I and Non-Title I schools (0.47). Underrepresentation of AIAN, Black, and Latinx youth exists across both school types and in all locales. Because there is equity of opportunity among races attending schools that identify, other factors are at play concerning underrepresentation of these groups. Thus, these data make it clear that Colorado needs to reform policy and procedures concerning access, equity, and identification in gifted education statewide.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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CONNECTICUT (CT) REPORT CARD

LAWS The state of Connecticut has **mandated** by law **identifying, but not serving** "gifted and talented students." This mandate is **not funded.**

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	33.01% of students attend a school that identifies students with gifts and talents
Rank	41st	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 55% of the rate of those in Non-Title I schools (4.83% vs. 8.74% yields a ratio of 0.55 between Title I and Non-Title I schools).
Rank	33rd	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	F	0.75 AIAN
	A	0.98 Black
	B	0.94 Latinx
	C	0.85 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.76	A–1.26	F–0.50	F–0.00	A–1.04
(*n*=374)	Non-Title I	A–1.20	A–1.94	F–0.75		A–1.04
	Title I	F–0.36	F–0.00	F–0.38	F–0.00	A–1.08
Black Equity	Overall	F–0.58	F–0.55	F–0.58	F–0.42	F–0.51
(*n*=22,148)	Non-Title I	F–0.58	F–0.51	F–0.66	F–0.00	F–0.52
	Title I	F–0.63	F–0.70	F–0.56	F–0.40	F–0.40
Latinx Equity	Overall	F–0.52	F–0.60	F–0.45	F–0.36	F–0.51
(*n*=37,911)	Non-Title I	F–0.61	F–0.67	F–0.50	F–0.52	D–0.80
	Title I	F–0.54	F–0.64	F–0.49	F–0.29	F–0.31
NHPI Equity	Overall	B–0.92	A–1.39	D–0.83	F–0.00	F–0.00
(*n*=162)	Non-Title I	A–0.96	A–1.49	C–0.88	F–0.00	F–0.00
	Title I	F–0.38	A–1.12	F–0.00	F–0.00	F–0.00

MISSINGNESS

Students Missing From Gifted Education Identification: 69% at the Lower Boundary. Grade: Fail. Rank: 40

Connecticut identified 11,906 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 26,033 to 35,327, (69% to 75%) with most of these missing students coming from Title I schools, from schools that do not identify, and from underserved populations. For example, 1,332 Latinx children were identified, with 6,964 to 9,448 (84% to 88%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Connecticut, with a mandate for identifying students with gifts and talents, but no mandate for serving those students, has limited access to gifted programs. This is exacerbated by students attending Title I schools being identified at only 55% the rate of those attending Non-Title I schools. Connecticut is missing between 2 and 3 times more students than it identifies, and the majority of these students disproportionately come from Black and Latinx groups as well as from Title I schools. Clearly policies, procedures, and reforms are needed concerning access and equity for youth with gifts and talents in Connecticut.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

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DELAWARE (DE) REPORT CARD

LAWS The state of Delaware **mandate identifying and serving** "gifted and talented students." This mandate is **not funded.**

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	33.17% of students attend a school that identifies students with gifts and talents
Rank	40th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I school are identified at 64% of the rate of those in Non-Title I schools (7.05% vs. 10.94% yields a ratio of 0.64 between Title I and Non-Title I schools).
Rank	24th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A A A F	1.11 AIAN 0.96 Black 1.17 Latinx 0.42 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	A–1.40	F–0.79	A–2.32	A–1.84	A–1.13
(*n*=201)	Non-Title I	A–1.12	C–0.89	A–1.31		A–1.37
	Title I	A–1.51	F–0.76	A–2.87	A–1.84	A–2.97
Black Equity	Overall	F–0.64	F–0.56	F–0.55	F–0.17	A–0.96
(*n*=13,809)	Non-Title I	F–0.78	F–0.62	F–0.42		F–0.63
	Title I	F–0.62	F–0.55	F–0.55	F–0.17	F–0.42
Latinx Equity	Overall	F–0.46	F–0.55	F–0.51	F–0.31	F–0.32
(*n*=8,600)	Non-Title I	F–0.45	F–0.42	F–0.29		A–1.16
	Title I	F–0.49	F–0.60	F–0.53	F–0.31	F–0.26
NHPI Equity	Overall	A–1.01	B–0.90	A–1.35	F–0.00	F–0.00
(*n*=63)	Non-Title I	F–0.00	F–0.00			
	Title I	A–1.20	A–1.23	A–1.31	F–0.00	F–0.00

MISSINGNESS

Students Missing From Gifted Education Identification: 69% at the Lower Boundary. Grade: Fail. Rank: 41

Delaware identified 3,613 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 8,093 to 11,716, (69% to 76%) with most of these missing students coming from Title I schools and from underserved populations. For example, 312 Latinx children are identified, with 1,418 to 2,101 (82% to 87%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Even with a mandate for identification and services, currently only about one-third of Delaware's students attend a school where they have the opportunity to be identified, resulting in a rank of 44th in missingness among all states. In addition, students attending Title I schools are identified at only 64% the rate of those attending Non-Title I schools, adding to underrepresentation and missing youth. Students who are Black, Latinx and TMR are underidentified. Delaware needs to reform its policies and procedures in gifted education to address issues of access and equity, including reviewing how students are identified.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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DISTRICT OF COLUMBIA (DC) REPORT CARD

LAWS

The District of Columbia has **no mandate or funding** for gifted programs.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	0.00% of students attend a school that identifies students with gifts and talents
Rank	51st	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools Rank		
Equity of Access by Race		

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
It is impossible to create meaningful RI for these comparisons due to low numbers of students identified.						

MISSINGNESS

Students Missing From Gifted Education Identification: 100% at the Lower Boundary. Grade: Fail. Rank: 51

The District of Columbia identified 0 students as gifted in 2016. Districtwide, the number of missing students in schools that do not identify ranges from 7,880 to 11,083 (100%). These numbers were calculated using the national lower boundary rate of 9.57% and national upper boundary rate of 13.46%. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

It is a sad commentary that the nation's capital neither identifies, nor serves, any students with gifts and talents. Clearly policy, legislation, and action are needed to begin to work with the estimated 7,880 to 11,083 youth who attend DC schools. It is especially troublesome given that the majority of students attending DC public schools are Black or Latinx. The lack of identification by a district with these demographics further contributes to the invisibleness of gifted Black and Brown youth.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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FLORIDA (FL) REPORT CARD

LAWS The state of Florida **mandates** by law **identifying and serving** students with "superior intellect." This mandate is **fully funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	B	87.86% of students attend a school that identifies students with gifts and talents
Rank	12th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I school are identified at 51% of the rate of those in Non-Title I (5.92% vs. 11.49% yields a ratio of 0.51 between Title I and Non-Title I Schools).
Rank	35th	Rank among 50 States and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	B A A A	0.91 AIAN 0.96 Black 1.02 Latinx 1.02 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.77	C–0.86	F–0.76	A–1.53	F–0.60
(*n*=7,193)	Non-Title I	F–0.70	F–0.75	F–0.69	F–0.00	F–0.54
Substantial population	Title I	D–0.80	C–0.87	F–0.79	A–1.60	F–0.65
Black Equity	Overall	F–0.43	F–0.36	F–0.45	F–0.44	F–0.41
(*n*=528,671)	Non-Title I	F–0.36	F–0.35	F–0.35	F–0.68	F–0.48
	Title I	F–0.47	F–0.39	F–0.51	F–0.44	F–0.44
Latinx Equity	Overall	C–0.87	D–0.81	C–0.89	F–0.79	F–0.66
(*n*=786,194)	Non-Title I	F–0.75	F–0.79	F–0.72	F–0.74	F–0.75
	Title I	B–0.94	D–0.84	A–0.97	D–0.80	F–0.69
NHPI Equity	Overall	F–0.77	F–0.65	F–0.76	F–0.61	A–1.22
(*n*=3,790)	Non-Title I	F–0.72	F–0.39	F–0.78	F–0.00	A–1.11
Substantial population	Title I	F–0.78	F–0.74	F–0.74	F–0.65	A–1.21

MISSINGNESS

Students Missing From Gifted Education Identification: 23% at the Lower Boundary. Grade: Fail. Rank: 11

Florida identified 164,884 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 50,020 to 157,125, (23% to 49%) with most of these missing students coming from Title I schools and from underserved populations. For example, 15,264 Black children are identified, with 27,075 to 56,798 (64% to 79%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Although Florida mandates gifted education identification and service, more than 12% of its students attend schools where no students are identified. Further, double the percentage of students are identified in Non-Title I compared to Title I schools. And although Latinx children are better represented in Florida than they are in most other states, underrepresentation of Latinx children exists, with more students estimated missing than identified. Black youth are severely underrepresented in all settings in Florida. Taken together, these findings make it clear that Florida needs to reform its policies and procedures concerning identification and associated practices to improve access and equity in gifted education for all of its children.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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GEORGIA (GA) REPORT CARD

LAWS The state of Georgia **mandates** by law **identifying and serving** "gifted students." This mandate is **fully funded.**

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**A**	95.61% of students attend a school that identifies students with gifts and talents
Rank	**1st**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**F**	Students in Title I schools are identified at 42% of the rate of those in Non-Title I schools (7.37% vs. 17.49% yields a ratio of 0.42 between Title I and Non-Title I schools).
Rank	**41st**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**A**	1.00 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	0.97 Black
	A	1.02 Latinx
	A	1.01 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**C**–0.86	**D**–0.81	**B**–0.91	**C**–0.87	**F**–0.72
(*n*=3,391)	Non-Title I	**D**–0.82	**F**–0.69	**D**–0.83	**F**–0.69	**D**–0.82
	Title I	**C**–0.86	**C**–0.87	**A**–1.02	**A**–0.95	**F**–0.57
Black Equity	Overall	**F**–0.50	**F**–0.46	**F**–0.53	**F**–0.35	**F**–0.47
(*n*=605,047)	Non-Title I	**F**–0.53	**F**–0.50	**F**–0.52	**F**–0.30	**F**–0.58
	Title I	**F**–0.62	**F**–0.57	**F**–0.77	**F**–0.38	**F**–0.46
Latinx Equity	Overall	**F**–0.49	**F**–0.51	**F**–0.45	**F**–0.49	**F**–0.53
(*n*=249,127)	Non-Title I	**F**–0.48	**F**–0.49	**F**–0.47	**F**–0.42	**F**–0.49
	Title I	**F**–0.58	**F**–0.62	**F**–0.59	**F**–0.53	**F**–0.57
NHPI Equity	Overall	**C**–0.88	**F**–0.70	**B**–0.92	**A**–1.07	**C**–0.86
(*n*=1,895)	Non-Title I	**D**–0.80	**D**–0.80	**F**–0.78	**A**–1.32	**F**–0.70
Substantial population	Title I	**A**–1.04	**F**–0.76	**A**–1.27	**A**–1.07	**A**–1.01

MISSINGNESS

Students Missing From Gifted Education Identification: 23% at the Lower Boundary. Grade: Fail. Rank: 10

Georgia identified 189,320 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 56,848 to 125,737, (23% to 40%) with most of these missing students coming from Title I schools and from underserved populations. For example, 34,285 Black children are identified, with 38,969 to 80,004 (53% to 70%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With a fully-funded mandate, Georgia is first in access among all states, but in the bottom 10 for equity between percentages of students in Title I and Non-Title I schools who are identified for gifted services. Additional inequity exists for children of color, with low RIs across Title I and Non-Title I schools for Black and Latinx youth. With about 34,000 of nearly 600,000 Black youth identified, compared to 116,000 of about 700,000 White youth or RIs of .50 and 1.47 respectively, White youth are 3 times more likely to be identified with gifts and talents than are Black youth in the state of Georgia. This, considered with the inequity between Title I and Non-Title I schools, clearly indicates that Georgia needs to reform its policies and procedures to address racial and poverty equity issues in identification and subsequent programming.

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HAWAII (HI) REPORT CARD

LAWS The state of Hawaii **mandates** by law **identifying and serving** "gifted and talented students." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	D	63.78% of students attend a school that identifies students with gifts and talents
Rank	30th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	A	Students in Title I schools are identified at 141% of the rate of those in Non-Title I schools (5.13% vs. 3.63% yields a ratio of 1.41 between Title I and Non-Title I schools). HI is 1 of only 4 states with this ratio greater than 1.00.
Rank	1st	Rank among 50 states and DC in equity between Non-Title I and Title I Schools
Equity of Access by Race	A	1.12 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.13 Black
	B	0.93 Latinx
	C	0.88 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	A–0.96	F–0.51	F–0.53	A–1.35	F–0.45
(*n*=405)	Non-Title I	F–0.31	F–0.00	F–0.51	F–0.00	F–0.00
	Title I	A–1.29	A–1.06	F–0.60	A–1.39	A–1.38
Black Equity	Overall	F–0.50	F–0.50	F–0.50	A–1.21	F–0.34
(*n*=2,544)	Non-Title I	F–0.46	F–0.42	F–0.48	F–0.00	F–0.56
	Title I	F–0.65	F–0.73	F–0.57	A–1.28	F–0.00
Latinx Equity	Overall	F–0.55	F–0.54	F–0.55	F–0.54	F–0.46
(*n*=13,001)	Non-Title I	F–0.60	F–0.36	F–0.60	F–0.79	F–0.71
	Title I	F–0.52	F–0.72	F–0.45	F–0.51	F–0.17
NHPI Equity	Overall	F–0.64	F–0.49	F–0.75	F–0.54	F–0.55
(*n*=31,371)	Non-Title I	F–0.52	F–0.33	F–0.55	F–0.60	F–0.66
Substantial population	Title I	F–0.65	F–0.56	B–0.94	F–0.52	F–0.79

MISSINGNESS

Students Missing From Gifted Education Identification: 42% at the Lower Boundary. Grade: Fail. Rank: 30

Hawaii identified 5,078 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 2,870 to 3,719, (36% to 42%) with most of these missing students coming from schools that do not identify and from underserved populations. For example, 875 NHPI children were identified, with 1,147 to 1,550 (57% to 64%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Despite a mandate to identify and serve gifted students, only about 64% of students in Hawaii have access to identification, and these students come from disproportionally more Non-Title I schools than they do from Title I schools, meaning that students who live in poverty are less likely to have access to gifted identification. However, for those Title I schools that do identify students with gifts and talents, they do so at a greater rate than their Non-Title I counterparts. Still, underrepresentation of NHPI exists across all schools and settings, with similar patterns for Black and Latinx youth. Clearly, Hawaii needs to examine policies and procedures to address access, equity, and identification within their gifted education programming.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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IDAHO (ID) REPORT CARD

LAWS The state of Idaho **mandates** by law **identifying** and **serving** "gifted/talented children." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**F**	52.25% of students attend a school that identifies students with gifts and talents
Rank	**36th**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**D**	Students in Title I schools are identified at 80% of the rate of those in Non-Title I schools (4.43% vs. 5.51% yields a ratio of 0.80 between Title I and Non-Title I schools).
Rank	**13th**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**A**	1.05 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	0.96 Black
	A	1.03 Latinx
	B	0.92 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**F**–0.44	**F**–0.31	**F**–0.64	**F**–0.22	**F**–0.46
(*n*=2,337)	Non-Title I	**F**–0.32	**F**–0.18	**F**–0.75	**F**–0.00	**F**–0.00
Substantial population	Title I	**F**–0.47	**F**–0.37	**F**–0.61	**F**–0.23	**F**–0.46
Black Equity	Overall	**F**–0.45	**F**–0.42	**F**–0.45	**F**–0.63	**F**–0.13
(*n*=1,580)	Non-Title I	**F**–0.55	**F**–0.50	**F**–0.54	**A**–0.95	**F**–0.00
	Title I	**F**–0.43	**F**–0.41	**F**–0.42	**F**–0.62	**F**–0.14
Latinx Equity	Overall	**F**–0.35	**F**–0.28	**F**–0.43	**F**–0.32	**F**–0.41
(*n*=27,318)	Non-Title I	**F**–0.42	**F**–0.39	**F**–0.68	**F**–0.20	**F**–0.69
	Title I	**F**–0.35	**F**–0.27	**F**–0.39	**F**–0.34	**F**–0.41
NHPI Equity	Overall	**F**–0.39	**C**–0.87	**F**–0.26	**F**–0.20	**F**–0.00
(*n*=493)	Non-Title I	**F**–0.42	**F**–0.74	**F**–0.00	**F**–0.00	**F**–0.00
	Title I	**F**–0.39	**A**–0.96	**F**–0.33	**F**–0.22	**F**–0.00

MISSINGNESS

Students Missing from Gifted Education Identification: 51% at the Lower Boundary. Grade: Fail. Rank: 36

Idaho identified 7,152 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 7,504 to 9,249, (51% to 56%) with most of these missing students coming from Title I schools and from underserved populations. For example, 448 Latinx children are identified, with 1,908 to 2,360 (81% to 84%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Despite a mandate to identify and serve students with gifts and talents, only slightly more than half of Idaho's students have access to gifted identification, inequity exists between Non-Title I and Title I schools regarding percentage of students identified, and RIs by race and locale show underrepresentation. Idaho's largest underserved racial population is Latinx youth, with an overall RI of 0.35 and a range across school types and Locales of 0.20 to 0.68. In addition, AIAN and Black youth are underserved, with only 48 and 33 students identified from these populations. These data make it clear that Idaho needs to reform policy and procedures concerning access, equity, and identification in gifted education, statewide.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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ILLINOIS (IL) REPORT CARD

LAWS The state of Illinois **mandates** by law gifted education, but **not identifying or serving**, "gifted and talented children and youth." This mandate is **not funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**F**	25.76% of students attend a school that identifies students with gifts and talents
Rank	**44th**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**D**	Students in Title I school are identified at 83% of the rate of those in Non-Title I schools (12.83% vs. 15.49% yields a ratio of 0.83 between Title I and Non-Title I schools).
Rank	**12th**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**A**	1.19 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	F	0.73 Black
	B	0.90 Latinx
	A	1.21 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**F**–0.51	**F**–0.61	**F**–0.49	**D**–0.84	**F**–0.11
(*n*=1,779)	Non-Title I	**F**–0.42	**F**–0.59	**F**–0.35	**F**–0.00	**F**–0.00
Substantial population	Title I	**F**–0.54	**F**–0.66	**F**–0.52	**C**–0.88	**F**–0.15
Black Equity	Overall	**F**–0.70	**F**–0.73	**F**–0.69	**F**–0.37	**F**–0.47
(*n*=65,898)	Non-Title I	**A**–1.14	**A**–1.30	**F**–0.75	**F**–0.00	**F**–0.50
	Title I	**F**–0.64	**F**–0.62	**F**–0.71	**F**–0.37	**F**–0.42
Latinx Equity	Overall	**F**–0.66	**F**–0.70	**F**–0.68	**F**–0.29	**F**–0.31
(*n*=120,038)	Non-Title I	**F**–0.50	**F**–0.50	**F**–0.47	**F**–0.00	**F**–0.61
	Title I	**F**–0.72	**C**–0.89	**F**–0.72	**F**–0.29	**F**–0.25
NHPI Equity	Overall	**A**–0.97	**A**–1.05	**B**–0.93	**F**–0.34	**F**–0.62
(*n*=689)	Non-Title I	**A**–1.47	**A**–1.60	**A**–1.06		**F**–0.00
Substantial population	Title I	**F**–0.74	**F**–0.52	**B**–0.90	**F**–0.34	**A**–1.58

MISSINGNESS

Students Missing From Gifted Education Identification: 75% at the Lower Boundary. Grade: Fail. Rank: 44

Illinois identified 68,929 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 206,715 to 247,567, (75% to 78%) with most of these missing students coming from Title I schools and from underserved populations. For example, 6,121 Black children were identified, with 40,197 to 48,248 (88% to 89%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With an unfunded mandate that does not require identification or services, only 25% of Illinois students have access to identification. This is a sharp decline from 2000, when almost 60% of students attended schools that identified students with gifts and talents. Additional disparity exists among Title I and Non-Title I schools that identify students with Non-Title schools identifying a larger percentage of students with gifts and talents. Black youth are less likely to attend schools that identify and more likely to attend Title I schools where they are even more underidentified than other racial groups (and Title I schools identify fewer children than do Non-Title I schools, as well). Thus, it is clear that Illinois needs reform in equity, access, and identification polices, practice, and procedures in gifted education statewide.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

INDIANA (IN) REPORT CARD

LAWS The state of Indiana **mandates** by law **identifying and serving** "high ability students." This mandate is **partially funded.**

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**B**	84.53% of students attend a school that identifies students with gifts and talents
Rank	**16th**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**F**	Students in Title I school are identified at 58% of the rate of those in Non-Title I schools (12.48% vs. 21.42% yields a ratio of 0.58 between Title I and Non-Title I schools).
Rank	**31st**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**A** 1.01 AIAN **C** 0.87 Black **A** 1.00 Latinx **A** 1.01 NHPI	The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**F**–0.67	**C**–0.89	**F**–0.62	**F**–0.54	**F**–0.63
(*n*=1,909)	Non-Title I	**F**–0.60	**F**–0.60	**F**–0.64	**F**–0.22	**F**–0.57
	Title I	**F**–0.70	**A**–0.99	**F**–0.58	**F**–0.59	**F**–0.65
Black Equity	Overall	**F**–0.46	**F**–0.46	**F**–0.47	**F**–0.37	**F**–0.44
(*n*=93,297)	Non-Title I	**F**–0.53	**F**–0.48	**F**–0.51	**F**–0.62	**F**–0.51
	Title I	**F**–0.49	**F**–0.51	**F**–0.55	**F**–0.37	**F**–0.43
Latinx Equity	Overall	**F**–0.57	**F**–0.52	**F**–0.62	**F**–0.44	**F**–0.56
(*n*=96,452)	Non-Title I	**F**–0.62	**F**–0.52	**F**–0.64	**F**–0.47	**F**–0.62
	Title I	**F**–0.60	**F**–0.57	**F**–0.70	**F**–0.44	**F**–0.55
NHPI Equity	Overall	**F**–0.74	**D**–0.84	**F**–0.65	**D**–0.82	**F**–0.76
(*n*=635)	Non-Title I	**C**–0.88	**A**–1.35	**F**–0.72	**F**–0.00	**F**–0.54
	Title I	**F**–0.67	**F**–0.62	**F**–0.53	**B**–0.92	**C**–0.86

MISSINGNESS

Students Missing From Gifted Education Identification: 23% at the Lower Boundary. Grade: Fail. Rank: 9

Indiana identified 126,906 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 37,645 to 94,544, (23% to 43%) with most of these missing students coming from Title I schools and from underserved populations. For example, 6,221 Black children are identified, with 12,157 to 20,853 (66% to 77%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Even with a mandate to identify and serve, 15% of the children attending approximately 20% of the schools in Indiana have no opportunity for identification. Black youth disproportionately attend these schools. In schools where identification occurs, a large percentage of students are identified, especially in Non-Title I schools. With a ratio of 0.58 of identification in Title I to Non-Title I schools, underrepresentation is exacerbated in Title I schools. Black and Latinx youth are woefully underidentified in Indiana. These data make it clear that policy and practice reforms are needed to address identification, access, and equity across Indiana's gifted education programming.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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IOWA (IA) REPORT CARD

LAWS The state of Iowa **mandates** by law **identifying and serving** "gifted and talented children." This mandate is **fully funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	A	93.90% of students attend a school that identifies students with gifts and talents
Rank	2nd	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 68% of the rate of those in Non-Title I schools (8.09% vs. 11.87% yields a ratio of 0.68 between Title I and Non-Title I schools).
Rank	21st	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	0.98 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	0.98 Black
	A	0.99 Latinx
	A	0.99 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.48	F–0.56	F–0.38	F–0.45	F–0.35
(*n*=1,758)	Non-Title I	F–0.38	F–0.37	F–0.37	F–0.61	F–0.25
	Title I	F–0.56	F–0.68	F–0.40	F–0.42	F–0.43
Black Equity	Overall	F–0.35	F–0.36	F–0.22	F–0.34	F–0.23
(*n*=26,280)	Non-Title I	F–0.27	F–0.30	F–0.17	F–0.37	F–0.17
	Title I	F–0.40	F–0.42	F–0.27	F–0.35	F–0.29
Latinx Equity	Overall	F–0.45	F–0.49	F–0.41	F–0.40	F–0.43
(*n*=47,456)	Non-Title I	F–0.46	F–0.50	F–0.47	F–0.36	F–0.44
	Title I	F–0.50	F–0.55	F–0.38	F–0.44	F–0.46
NHPI Equity	Overall	F–0.34	F–0.28	F–0.77	F–0.30	F–0.42
(*n*=1,026)	Non-Title I	F–0.44	F–0.32	A–1.73	F–0.32	F–0.27
	Title I	F–0.32	F–0.28	F–0.00	F–0.31	F–0.54

MISSINGNESS

Students Missing From Gifted Education Identification: 15% at the Lower Boundary. Grade: Pass. Rank: 2

Iowa identified 44,078 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 7,511 to 15,578, (15% to 26%) with most of these missing students coming from Title I schools and from underserved populations. For example, 849 Black children are identified, with 1,821 to 2,535 (68% to 75%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With a mandate and full funding for identification and services, Iowa ranks second nationally in access to identification with 94% of its students attending schools that identify students with gifts and talents. Iowa also ranks second in missingness. However, disparity between Title I and Non-Title I schools in identification rates exists with a ratio of 0.68. Further all "Brown" children (AIAN, Black, Latinx, NHPI, and to some extent TMR) in Iowa face underrepresentation in identification and this underrepresentation is not due to lack of access. It is clear that Iowa needs to review its policies, examine its identification procedures and its equity, and reform its gifted education programs to be much more inclusive and equitable.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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geri Gifted Education Research & Resource Institute

KANSAS (KS) REPORT CARD

LAWS The state of Kansas **mandates** by law **identifying**, **but not serving** "gifted students." This mandate is **partially funded.**

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**B**	85.27% of students attend a school that identifies students with gifts and talents
Rank	**15th**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**F**	Students in Title I schools are identified at 65% of the rate of those in Non-Title I schools (2.68% vs. 4.12% yields a ratio of 0.65 between Title I and Non-Title I schools).
Rank	**23rd**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**A**	0.99 AIAN
	A	0.95 Black
	C	0.89 Latinx
	A	1.01 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**F**–0.61	**F**–0.73	**F**–0.39	**D**–0.80	**F**–0.47
(*n*=4,414)	Non-Title I	**F**–0.56	**C**–0.86	**F**–0.14	**F**–0.00	**F**–0.59
Substantial population	Title I	**F**–0.66	**F**–0.72	**F**–0.56	**C**–0.86	**F**–0.45
Black Equity	Overall	**F**–0.34	**F**–0.30	**F**–0.28	**F**–0.34	**F**–0.44
(*n*=28,722)	Non-Title I	**F**–0.27	**F**–0.25	**F**–0.25	**F**–0.16	**F**–0.36
	Title I	**F**–0.38	**F**–0.36	**F**–0.33	**F**–0.35	**F**–0.48
Latinx Equity	Overall	**F**–0.40	**F**–0.36	**F**–0.36	**F**–0.39	**F**–0.55
(*n*=70,572)	Non-Title I	**F**–0.50	**F**–0.45	**F**–0.46	**F**–0.42	**F**–0.63
	Title I	**F**–0.42	**F**–0.40	**F**–0.34	**F**–0.40	**F**–0.54
NHPI Equity	Overall	**F**–0.41	**B**–0.94	**F**–0.00	**F**–0.28	**F**–0.27
(*n*=821)	Non-Title I	**A**–1.11	**A**–2.07	**F**–0.00	**F**–0.00	**D**–0.84
	Title I	**F**–0.25	**F**–0.41	**F**–0.00	**F**–0.31	**F**–0.16

MISSINGNESS

Students Missing From Gifted Education Identification: 25% at the Lower Boundary. Grade: Fail. Rank: 14

Kansas identified 12,643 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 4,145 to 7,940, (25% to 39%) with most of these missing students coming from Title I schools and from underserved populations. For example, 294 Black children were identified, with 772 to 1,159 (72% to 80%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Although it has a law mandating identification of students with gifts and talents, Kansas identifies relatively few students and even fewer students who attend Title I schools or who are AIAN, Black, or Latinx. Another area of inequity in Kansas is the disproportionate number of Title I schools that do not identify any students with gifts and talents, a rate approximately one-fifth that of Non-Title I schools (ratio 0.17). Taken together, these data make it clear that policy and practice reforms are needed in Kansas's gifted identification, access, and equity.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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KENTUCKY (KY) REPORT CARD

LAWS The state of Kentucky **mandates** by law **identifying and serving** "exceptional students." This mandate is **partially funded.**

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	A	92.97% of students attend a school that identifies students with gifts and talents
Rank	6th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 78% of the rate of those in Non-Title I schools (14.48% vs. 18.54% yields a ratio of 0.78 between Title I and Non-Title I schools).
Rank	14th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A B B A	0.97 AIAN 0.90 Black 0.90 Latinx 1.01 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.76	F–0.58	C–0.89	D–0.83	F–0.70
(*n*=754)	Non-Title I	F–0.70	F–0.00	A–1.12	F–0.00	F–0.37
	Title I	F–0.77	F–0.62	C–0.85	C–0.86	F–0.72
Black Equity	Overall	F–0.40	F–0.41	F–0.39	F–0.50	F–0.47
(*n*=61,235)	Non-Title I	F–0.64	F–0.42	F–0.67	F–0.60	F–0.61
	Title I	F–0.38	F–0.42	F–0.36	F–0.50	F–0.47
Latinx Equity	Overall	F–0.48	F–0.43	F–0.50	F–0.49	F–0.53
(*n*=34,268)	Non-Title I	F–0.56	D–0.84	F–0.58	F–0.46	F–0.45
	Title I	F–0.47	F–0.43	F–0.52	F–0.49	F–0.53
NHPI Equity	Overall	D–0.83	A–1.09	F–0.79	D–0.81	C–0.88
(*n*=664)	Non-Title I	B–0.90	F–0.00	A–1.08	F–0.00	A–1.05
	Title I	D–0.83	A–1.18	F–0.78	D–0.84	C–0.88

MISSINGNESS

Students Missing From Gifted Education Identification: 15% at the Lower Boundary. Grade: Pass. Rank: 1

Kentucky identified 94,851 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 16,129 to 33,045, (15% to 26%) with most of these missing students coming from Title I schools and from underserved populations. For example, 3,632 Black children are identified, with 7,173 to 9,870 (66% to 73%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Kentucky has good access to gifted identification overall, with about 93% of students having the opportunity for identification. Still slightly fewer (10%) Black and Latinx students attend schools that do identify, which partially explains their missingness in the state of Kentucky. Further, although there is a difference between Title I and Non-Title I school identification rates with a ratio of 0.78, this equity measure is improving and much better than most other states. With small populations of NHPI and AIAN, a focus on the underrepresentation of Black and Latinx students is warranted. With only 3,632 Black students identified and between 7,173 and 9,870 missing and an overall RI of .41, equity is a serious issue in Kentucky. With an RI of .43, 2,418 identified and the number of students missing between 3,670 and 5,190, equity is a serious issue for Latinx students as well. Clearly, considered together, these data make it clear that policy and practice reforms are needed in Kentucky's gifted identification and equity.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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LOUISIANA (LA) REPORT CARD

LAWS The state of Louisiana **mandates** by law **identifying and serving** "gifted youth." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	B	86.70% of students attend a school that identifies students with gifts and talents
Rank	13th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 40% of the rate of those in Non-Title I schools (4.00% vs. 9.89% yields a ratio of 0.40 between Title I and Non-Title I schools).
Rank	44th	Rank among 50 states and DC in equity between Non-Title I and Title I Schools
Equity of Access by Race	A	1.06 AIAN
	B	0.92 Black
	A	1.06 Latinx
	A	1.04 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.63	F–0.57	D–0.81	F–0.64	F–0.62
(*n*=4,587)	Non-Title I	F–0.79	F–0.70	A–1.43	F–0.00	F–0.51
Substantial population	Title I	F–0.66	F–0.58	F–0.77	F–0.70	F–0.71
Black Equity	Overall	F–0.59	F–0.57	F–0.52	F–0.62	F–0.49
(*n*=252,517)	Non-Title I	F–0.55	F–0.55	F–0.42	F–0.47	F–0.36
	Title I	F–0.64	F–0.66	F–0.56	F–0.64	F–0.55
Latinx Equity	Overall	F–0.72	F–0.62	F–0.64	A–0.97	C–0.85
(*n*=39,080)	Non-Title I	B–0.90	A–1.09	F–0.71	A–1.39	F–0.62
	Title I	F–0.72	F–0.57	F–0.66	A–0.99	B–0.92
NHPI Equity	Overall	A–1.50	A–1.77	F–0.57	A–1.15	A–1.97
(*n*=513)	Non-Title I	A–1.47	A–1.58	F–0.00		A–1.48
	Title I	A–1.55	A–1.85	F–0.53	A–1.24	A–2.18

MISSINGNESS

Students Missing From Gifted Education Identification: 26% at the Lower Boundary. Grade: Fail. Rank: 16

Louisiana identified 29,600 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 10,108 to 42,364, (26% to 59%) with most of these missing students coming from Title I schools and from underserved populations. For example, 7,017 Black children are identified, with 8,036 to 24,490 (53% to 78%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Despite having a mandate for identification, only 86.70% of students attend schools that identify children, with fewer Black children attending schools that identify. Additionally, this state has severe inequity between Title I and Non-Title I schools, with Title I schools only identifying 40% the number of students as Non-Title I schools, a contribution to underrepresentation and to missing students. Louisiana has about the same number of Black and White children in its schools, yet it identifies more than 2.5 times the number of White children as gifted. Taken together, these data make it clear that policy and practice reforms are needed in Louisiana's gifted identification, access, and equity.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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MAINE (ME) REPORT CARD

LAWS The state of Maine **mandates** by law **identifying and serving** "gifted and talented children." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	C	79.64% of students attend a school that identifies students with gifts and talents
Rank	20th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	C	Students in Title I schools are identified at 87% of the rate of those in Non-Title I schools (6.63% vs. 7.61% yields a ratio of 0.87 between Title I and Non-Title I schools).
Rank	10th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	C	0.87 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.13 Black
	A	1.02 Latinx
	A	1.01 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.47	F–0.63	F–0.70	F–0.62	F–0.31
(*n*=850)	Non-Title I	F–0.55	F–0.00	F–0.52	F–0.00	D–0.83
	Title I	F–0.47	F–0.70	F–0.78	F–0.63	F–0.26
Black Equity	Overall	F–0.40	F–0.39	F–0.17	D–0.82	F–0.47
(*n*=5,469)	Non-Title I	F–0.37	F–0.55	F–0.16	F–0.53	F–0.57
	Title I	F–0.40	F–0.38	F–0.18	D–0.84	F–0.45
Latinx Equity	Overall	F–0.56	F–0.56	F–0.46	F–0.39	F–0.70
(*n*=2,817)	Non-Title I	F–0.23	F–0.32	F–0.12	F–0.00	F–0.44
	Title I	F–0.60	F–0.57	F–0.59	F–0.41	F–0.74
NHPI Equity	Overall	D–0.84	F–0.00	A–0.98	F–0.00	A–1.17
(*n*=141)	Non-Title I	F–0.00	F–0.00	F–0.00		F–0.00
	Title I	A–1.04	F–0.00	A–1.95	F–0.00	A–1.27

MISSINGNESS

Students Missing From Gifted Education Identification: 23% at the Lower Boundary. Grade: Fail. Rank: 8

Maine identified 9,528 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 2,816 to 4,058, (23% to 30%) with most of these missing students coming from Title I schools and from underserved populations. For example, 147 Black children are identified, with 262 to 315 (64% to 68%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With about 160,000 of its almost 178,000 school children identified as White, Maine lacks diversity in general. With a mandate for identification, and only 79.64% of its children attending schools that identify, lack of access is a problem in Maine, especially for AIAN students who attend these schools at a lower rate than students of other races. Title I schools identify proportionally fewer students than do Non-Title I schools, adding to existing racial underrepresentation of AIAN, Black, and Latinx students. Missingness exists for all racial groups and disproportionately so for AIAN, Black, and Latinx students. Maine needs to examine access and equity in gifted education.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

MARYLAND (MD) REPORT CARD

LAWS The state of Maryland **mandates** by law **identifying and serving** "gifted and talented students." This mandate is **not funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	D	69.46% of students attend a school that identifies students with gifts and talents
Rank	27th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 62% of the rate of those in Non-Title I schools (18.70% vs. 31.12% yields a ratio of 0.62 between Title I and Non-Title I schools).
Rank	27th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	0.96 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	0.96 Black
	A	1.15 Latinx
	C	0.88 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.59	F–0.78	F–0.56	F–0.66	F–0.53
(*n*=1,650)	Non-Title I	F–0.56	F–0.76	F–0.49	F–0.77	F–0.54
	Title I	F–0.67	F–0.79	F–0.66	F–0.00	F–0.39
Black Equity	Overall	F–0.67	F–0.56	F–0.70	F–0.37	F–0.71
(*n*=207,249)	Non-Title I	F–0.61	F–0.66	F–0.62	D–0.83	F–0.75
	Title I	D–0.80	F–0.67	D–0.81	F–0.53	F–0.77
Latinx Equity	Overall	F–0.71	F–0.62	F–0.72	F–0.74	D–0.80
(*n*=113,005)	Non-Title I	C–0.86	F–0.74	D–0.84	A–1.15	B–0.90
	Title I	F–0.77	F–0.66	F–0.77	F–0.48	F–0.70
NHPI Equity	Overall	F–0.64	F–0.52	F–0.68	F–0.59	F–0.75
(*n*=783)	Non-Title I	F–0.66	F–0.54	F–0.74	F–0.38	F–0.68
	Title I	F–0.63	F–0.59	F–0.61	A–1.52	B–0.92

MISSINGNESS

Students Missing From Gifted Education Identification: 38% at the Lower Boundary. Grade: Fail. Rank: 27

Maryland identified 151,245 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 91,225 to 125,981, (38% to 45%) with most of these missing students coming from Title I schools and from underserved populations. For example, in 2016, 33,865 Black children were identified, with 41,830 to 59,695 (55% to 64%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Maryland has, in general, declined in its equity and access to gifted identification, with fewer schools identifying students over time. Maryland identifies a greater percentage of students as gifted than any other state. For students who attend Non-Title I schools that identify students, 3 in 10 students are identified as gifted; whereas, if students are attending Title I schools, this number drops to fewer than 2 in 10 students. Additionally, AIAN, Black, and Latinx student are disproportionately underidentified. Taken together, these data make it clear that policy and practice reforms are needed in Maryland's gifted identification, access, and equity.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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MASSACHUSETTS (MA) REPORT CARD

LAWS In the state of Massachusetts, **no mandate or funding** exists to identify or serve "academically advanced students." In fact, so few students are identified, data are insufficient for equity investigation.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	4.16% of students attend a school that identifies students with gifts and talents
Rank	48th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools Rank		Only 20 of 783 Non-Title I schools and 48 of 1,045 Title I schools identified any children as gifted. These schools that identify students with gifts and talents have only 4.16% of the state's population of students, an insufficient number to provide meaningful equity information.
Equity of Access by Race		

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
It is impossible to create meaningful RI for these comparisons due to low numbers of students identified.						

MISSINGNESS

Students Missing From Gifted Education Identification: 93% at the Lower Boundary. Grade: Fail. Rank: 48

In Massachusetts fewer than 5% of students have access to identification, of these students 6,739 children were identified as gifted in 2016, at an average identification rate of 16.99%. The statewide and Non-Title I school identification rates are inflated because of lack of access for more than 95% of the student population. Because of this, numbers were calculated using the national lower boundary rate of 9.57% and national upper boundary rate of 13.46%. Using these rates, the number of missing students in schools that do not identify ranges from 87,405 to 122,933 (93% to 95%). These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Massachusetts identifies so few students with gifts and talents, the only conclusions that can be drawn with certainty are: (1) access to being identified in Massachusetts is extremely limited, as more than 95% of students attend schools where no children with gifts and talents are identified; and (2) with only 6,739 students identified in the entire state of Massachusetts, upwards of 87,405 to 122,933 students are missing from gifted education in this state. Clearly Massachusetts needs access, followed by equity, and programming to develop the gifts and talents of its public schoolchildren.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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MICHIGAN (MI) REPORT CARD

LAWS In the state of Michigan, there is **no mandate or funding for identifying and serving** "gifted and/or academically talented youth."

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	10.20% of students attend a school that identifies students with gifts and talents
Rank	46th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 49% of the rate of those in Non-Title I schools (7.93% vs. 16.12% yields a ratio of 0.49 between Title I and Non-Title I schools).
Rank	37th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	1.09 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	F	0.69 Black
	D	0.83 Latinx
	A	1.16 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.60	A–1.21	F–0.51	F–0.71	F–0.51
(*n*=1,226)	Non-Title I	F–0.73	A–1.11	F–0.50	B–0.92	D–0.82
Substantial population	Title I	F–0.67	A–1.45	F–0.62	F–0.54	F–0.64
Black Equity	Overall	C–0.87	A–1.11	F–0.62	F–0.14	F–0.23
(*n*=19,696)	Non-Title I	A–1.03	A–1.47	F–0.53	F–0.64	F–0.24
	Title I	A–0.99	A–1.13	A–1.03	F–0.07	F–0.18
Latinx Equity	Overall	F–0.50	F–0.44	F–0.54	F–0.53	F–0.38
(*n*=9,460)	Non-Title I	F–0.55	F–0.58	F–0.51	F–0.46	F–0.40
	Title I	F–0.51	F–0.40	F–0.68	F–0.62	F–0.33
NHPI Equity	Overall	A–1.22	A–1.56	A–1.29	A–1.01	F–0.60
(*n*=170)	Non-Title I	A–1.18	A–2.26	D–0.82	A–1.99	F–0.00
	Title I	A–1.45	A–0.99	A–3.10	F–0.00	A–2.44

MISSINGNESS

Students Missing From Gifted Education Identification: 90% at the Lower Boundary. Grade: Fail. Rank: 46

Michigan identified 19,641 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 174,273 to 230,105, (90% to 92%) with most of these missing students coming from Title I schools and from underserved populations. For example, 591 Latinx children are identified, with 13,312 to 17,390 (96% to 97%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Ranking 47th nationally for missingness, Michigan has very few schools that actually identify students with gifts and talents, and for those that do, Black and Latinx students are less likely than other students to attend these schools. For Black students who attend schools that identify, there is proportional identification, a rare finding. With only 19,641 students identified, large numbers of students (i.e., from 174,000 to 230,000) are missing from gifted identification because so few schools identify, because of inequity within those schools that do, and because of inequity between Non-Title I and Title I schools. Michigan needs policy, laws, and commitment to developing the strengths and talents of its diverse populations of students. Because of the low number of schools that identify, these findings must be taken with caution.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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MINNESOTA (MN) REPORT CARD

LAWS

The state of Minnesota **mandates** by law **identifying but not serving** "gifted and talented students/learners." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**F**	53.60% of students attend a school that identifies students with gifts and talents
Rank	**34th**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**B**	Students in Title I schools are identified at 90% of the rate of those in Non-Title I schools (13.91% vs. 15.50% yields a ratio of 0.90 between Title I and Non-Title I schools)
Rank	**8th**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**F**	0.56 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.27 Black
	A	1.13 Latinx
	F	0.62 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**F**–0.61	**F**–0.63	**F**–0.54	**F**–0.31	**F**–0.51
(*n*=4,648)	Non-Title I	**F**–0.48	**F**–0.41	**F**–0.59	**F**–0.52	**F**–0.13
Substantial population	Title I	**F**–0.70	**F**–0.62	**F**–0.46	**F**–0.05	**C**–0.86
Black Equity	Overall	**F**–0.62	**F**–0.56	**F**–0.58	**F**–0.34	**F**–0.74
(*n*=62,402)	Non-Title I	**F**–0.52	**F**–0.32	**F**–0.61	**F**–0.20	**F**–0.76
	Title I	**F**–0.70	**F**–0.58	**F**–0.58	**F**–0.46	**F**–0.49
Latinx Equity	Overall	**F**–0.64	**F**–0.79	**F**–0.50	**F**–0.36	**F**–0.71
(*n*=46,209)	Non-Title I	**F**–0.51	**F**–0.48	**F**–0.54	**F**–0.36	**F**–0.57
	Title I	**F**–0.76	**D**–0.82	**F**–0.52	**F**–0.41	**A**–1.01
NHPI Equity	Overall	**F**–0.66	**A**–0.95	**F**–0.53	**F**–0.00	**F**–0.79
(*n*=308)	Non-Title I	**F**–0.68	**A**–0.95	**F**–0.61	**F**–0.00	**D**–0.81
	Title I	**F**–0.63	**A**–1.04	**F**–0.43	**F**–0.00	**F**–0.00

MISSINGNESS

Students Missing From Gifted Education Identification: 49% at the Lower Boundary. Grade: Fail. Rank: 33

Minnesota identified 69,691 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 67,131 to 71,114, (49% to 51%) with most of these missing students coming from Title I schools and from underserved populations. For example, 4,401 Latinx children are identified, with 6,916 to 7,479 (61% to 63%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With its mandate to identify students with gifts and talents, only slightly more than half of Minnesota's districts do so and about 50% of Minnesota's gifted youth are missing from gifted identification. Inequity exists, especially for AIAN youth, in access to schools where identification takes place, and when they attend schools in which youth are identified, they are underrepresented. Additionally, Black, Latinx, and NHPI are underrepresented and missing. Together these findings underscore the need to examine policies and practices concerning how and where AIAN youth are identified with gifts and talents in Minnesota. Additionally, with as many students in Minnesota missing from gifted identification as are identified, access and equity need attention in this state.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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MISSISSIPPI (MS) REPORT CARD

LAWS The state of Mississippi **mandates** by law **identifying and serving** "gifted children." This mandate is **partially funded.**

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	C	71.57% of students attend a school that identifies students with gifts and talents
Rank	24th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 72% of the rate of those in Non-Title I schools (8.79% vs. 12.22% yields a ratio of 0.72 between Title I and Non-Title I schools).
Rank	18th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	1.03 AIAN
	A	0.97 Black
	A	1.09 Latinx
	A	1.04 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.57	C–0.89	A–1.30	F–0.62	F–0.48
(*n*=684)	Non-Title I	F–0.73	F–0.00	A–1.50	F–0.34	F–0.42
	Title I	F–0.65	B–0.93	A–1.23	F–0.68	F–0.49
Black Equity	Overall	F–0.60	B–0.94	F–0.43	F–0.53	F–0.52
(*n*=169,079)	Non-Title I	F–0.42	F–0.44	F–0.43	F–0.40	F–0.43
	Title I	F–0.65	A–0.95	F–0.46	F–0.56	F–0.55
Latinx Equity	Overall	F–0.74	F–0.69	F–0.71	A–0.95	F–0.65
(*n*=14,090)	Non-Title I	F–0.70	F–0.57	F–0.69	C–0.85	F–0.63
	Title I	F–0.76	F–0.69	F–0.79	A–0.97	F–0.66
NHPI Equity	Overall	A–1.07	F–0.32	A–1.01	A–1.37	A–1.63
(*n*=198)	Non-Title I	A–1.64	F–0.00	A–1.46	F–0.00	A–2.58
	Title I	C–0.86	F–0.36	A–1.00	A–1.62	A–1.00

MISSINGNESS

Students Missing From Gifted Education Identification: 38% at the Lower Boundary. Grade: Fail. Rank: 28

Mississippi identified 33,207 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 20,065 to 29,160, (38% to 47%) with most of these missing students coming from Title I schools and from underserved populations. For example, 9,592 Black children are identified, with 13,464 to 20,246 (58% to 68%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Despite mandating identification of students with gifts and talents, only 72% of students have access to identification and this access is equitable across races. However, in Mississippi, students who attend Title I schools are identified at a rate less than those who attend Non-Title I schools (0.72). White children are identified proportionally at rates more than two times that of Black students and twice that of Latinx children. In fact, Black children are so underrepresented that they comprise more than 20,000 of the 29,000 students missing as gifted. Policies and procedures need to be reviewed with an equity lens to determine why Mississippi has such inequities in its identification of children with gifts and talents.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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MISSOURI (MO) REPORT CARD

LAWS In the state of Missouri, **no mandate** exists to **identify or serve** "gifted children." Yet, there is **partial funding** for gifted programs.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	C	70.51% of students attend a school that identifies students with gifts and talents
Rank	26th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 67% of the rate of those in Non-Title I schools (4.98% vs. 7.48% yields a ratio of 0.67 between Title I and Non-Title I schools).
Rank	22nd	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	1.08 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	B	0.92 Black
	A	1.08 Latinx
	A	1.14 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.72	F–0.42	F–0.69	F–0.68	A–1.06
(*n*=2,816)	Non-Title I	F–0.69	F–0.49	B–0.90	F–0.47	F–0.60
	Title I	F–0.76	F–0.45	F–0.56	F–0.71	A–1.16
Black Equity	Overall	F–0.51	F–0.53	F–0.48	F–0.27	F–0.38
(*n*=96,439)	Non-Title I	F–0.54	F–0.70	F–0.53	F–0.32	F–0.37
	Title I	F–0.52	F–0.58	F–0.48	F–0.25	F–0.33
Latinx Equity	Overall	F–0.53	F–0.67	F–0.47	F–0.26	F–0.57
(*n*=40,944)	Non-Title I	F–0.68	D–0.82	F–0.63	F–0.39	F–0.54
	Title I	F–0.49	F–0.68	F–0.42	F–0.24	F–0.57
NHPI Equity	Overall	F–0.42	F–0.15	F–0.62	F–0.23	F–0.62
(*n*=1,844)	Non-Title I	F–0.68	F–0.19	A–1.26	F–0.28	D–0.82
Substantial population	Title I	F–0.34	F–0.13	F–0.37	F–0.21	F–0.62

MISSINGNESS

Students Missing From Gifted Education Identification: 35% at the Lower Boundary. Grade: Fail. Rank: 22

Missouri identified 36,532 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 19,281 to 33,895, (35% to 48%) with most of these missing students coming from Title I schools and from underserved populations. For example, only 2,774 Black children are identified, with 5,512 to 8,345 (66% to 75%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Even without a mandate, almost 71% of Missouri's students have access to be identified with gifts and talents. However, as in many other states, they are more likely to be identified if they attend a Non-Title I school, and if they are White or Asian. Inequitable representation exists in Missouri of students who attend impoverished schools, or who come from AIAN, Black, Latinx, or NHPI families. Clearly, examination of identification practices, policies, and procedures is warranted. Twice as many Black children are missing as are identified as gifted at the lower boundary, and this increases to more than three times at the upper boundary; similar patterns exist for NHPI youth and to a lesser extent for Latinx children.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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MONTANA (MT) REPORT CARD

LAWS The state of Montana **mandates** by law **identifying and serving** "gifted and talented children." This mandate is **not funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	52.46% of students attend a school that identifies students with gifts and talents
Rank	35th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	A	Students in Title I schools are identified at 104% of the rate of those in Non-Title I schools (6.43% vs. 6.19% yields a ratio of 1.04 between Title I and Non-Title1 schools). MT is 1 of only 4 states with this ratio greater than 1.00.
Rank	4th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	F	0.54 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.25 Black
	A	1.09 Latinx
	A	1.11 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.55	F–0.39	F–0.68	F–0.44	A–1.07
(*n*=5,055)	Non-Title I	F–0.62	F–0.69		F–0.46	F–0.00
Substantial population	Title I	F–0.55	F–0.35	F–0.68	F–0.45	A–1.02
Black Equity	Overall	F–0.42	F–0.64	F–0.00	F–0.16	F–0.34
(*n*=895)	Non-Title I	F–0.26	F–0.41		F–0.00	F–0.00
	Title I	F–0.44	F–0.68	F–0.00	F–0.19	F–0.38
Latinx Equity	Overall	F–0.41	F–0.37	F–0.12	F–0.39	F–0.64
(*n*=3,406)	Non-Title I	F–0.42	F–0.37		F–0.47	F–0.73
	Title I	F–0.41	F–0.37	F–0.12	F–0.38	F–0.63
NHPI Equity	Overall	F–0.68	F–0.52	A–2.79	F–0.79	F–0.64
(*n*=206)	Non-Title I	F–0.65	C–0.86			F–0.00
	Title I	F–0.69	F–0.43	A–2.79	D–0.83	F–0.68

MISSINGNESS

Students Missing From Gifted Education Identification: 49% at the Lower Boundary. Grade: Fail. Rank: 34

Montana identified 4,945 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 4,666 to 4,836, (49%) with most of these missing students coming from schools that do not identify and from underserved populations. For example, only 179 AIAN children were identified, with 916 to 953 (84%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Results from Montana are encouraging concerning equity between Title I and non-Title I schools; however, equity for Latinx and AIAN youth are cause for concern. With approximately 53% of students having access to identification, only 28% of AIAN youth have access, which contributes to their severe underrepresentation among youth identified with gifts and talents. In all, Montana is missing about as many students as it identifies. Review of practices and compliance with the mandate is clearly warranted, as Montana mandates identification, but only slightly more than 52% of its schools actually identify students with gifts and talents.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

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NEBRASKA (NE) REPORT CARD

LAWS The state of Nebraska **mandates** by law **identifying** but **not serving** "learners with high ability." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	B	83.19% of students attend a school that identifies students with gifts and talents
Rank	17th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 42% of the rate of those in Non-Title I schools (7.29% vs. 17.38% yields a ratio of 0.42 between Title I and Non-Title I schools).
Rank	42nd	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	F	0.68 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.08 Black
	A	1.02 Latinx
	A	0.99 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.45	F–0.36	F–0.54	F–0.50	F–0.51
(*n*=2,529)	Non-Title I	F–0.40	F–0.34	F–0.51	F–0.48	F–0.47
Substantial population	Title I	F–0.74	F–0.56	B–0.92	F–0.55	F–0.71
Black Equity	Overall	F–0.49	F–0.47	F–0.38	F–0.46	F–0.62
(*n*=19,749)	Non-Title I	F–0.48	F–0.44	F–0.37	F–0.53	F–0.60
	Title I	F–0.67	F–0.72	F–0.63	F–0.42	F–0.37
Latinx Equity	Overall	F–0.51	F–0.51	F–0.67	F–0.48	F–0.46
(n=48,504)	Non-Title I	F–0.50	F–0.47	F–0.74	F–0.43	F–0.46
	Title I	F–0.79	B–0.93	A–1.04	F–0.70	F–0.49
NHPI Equity	Overall	F–0.67	C–0.88	F–0.50	F–0.69	F–0.17
(*n*=394)	Non-Title I	F–0.57	F–0.78	F–0.50	F–0.42	F–0.22
	Title I	A–1.01	A–1.31	F–0.00	A–1.58	F–0.00

MISSINGNESS

Students Missing From Gifted Education Identification: 26% at the Lower Boundary. Grade: Fail. Rank: 17

Nebraska identified 35,778 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 12,271 to 19,419, (26% to 35%) with most of these missing students coming from Title I schools and from underserved populations. For example, 154 AIAN children are identified, with 453 to 623 (75% to 80%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Despite a mandate to identify students with gifts and talents, only 83% of Nebraska's students attend schools in which identification takes place. Further, inequity exists between Non-Title I and Title I schools regarding percentage of students identified, with Non-Title I schools identifying more than double the percentage students identified in Title I schools. RIs by race and locale show underrepresentation of AIAN, Black, and Latinx students who are identified on average at about half thee rate that would be equitable (0.45, 0.51, 0.49, respectively). These data make it clear that Nebraska needs to reform policy and procedures concerning access, equity, and identification in gifted education statewide.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

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NEVADA (NV) REPORT CARD

LAWS The state of Nevada **mandates** by law **identifying and serving** "gifted and talented pupils." This mandate is **partially funded.**

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	A	90.29% of students attend a school that identifies students with gifts and talents
Rank	9th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 73% of the rate of those in Non-Title I schools (5.03% vs. 6.92% yields a ratio of 0.73 between Title I and Non-Title I schools).
Rank	17th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	F	0.72 AIAN
	A	1.05 Black
	A	1.04 Latinx
	A	1.03 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.65	F–0.74	D–0.81	F–0.44	F–0.43
(*n*=2,988)	Non-Title I	F–0.64	F–0.70	F–0.76	F–0.47	F–0.48
Substantial population	Title I	F–0.64	F–0.76	F–0.77	F–0.55	F–0.31
Black Equity	Overall	F–0.39	F–0.35	F–0.42	F–0.63	F–0.34
(*n*=46,823)	Non-Title I	F–0.35	F–0.29	F–0.44	D–0.80	F–0.34
	Title I	F–0.44	F–0.42	F–0.44	F–0.40	F–0.34
Latinx Equity	Overall	F–0.70	F–0.65	F–0.77	F–0.51	F–0.68
(*n*=183,674)	Non-Title I	F–0.57	F–0.58	F–0.54	F–0.58	F–0.59
	Title I	D–0.80	F–0.75	C–0.87	F–0.53	D–0.82
NHPI Equity	Overall	D–0.81	F–0.70	A–0.96	A–1.54	F–0.62
(*n*=6,080)	Non-Title I	F–0.53	F–0.51	F–0.56	A–1.42	F–0.35
Substantial population	Title I	A–1.06	B–0.91	A–1.18	A–2.04	A–2.04

MISSINGNESS

Students Missing From Gifted Education Identification: 24% at the Lower Boundary. Grade: Fail. Rank: 12

Nevada identified 24,566 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 7,648 to 10,903, (24% to 31%) with most of these missing students coming from Title I schools and from underserved populations. For example, 1,050 Black children are identified, with 1,796 to 2,358 (63% to 69%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With a mandate to identify and serve students with gifts and talents, more than 90% of Nevada's youth have access to gifted identification. Comparatively, Nevada identifies fewer students than the national average, and inequity exists between Non-Title I and Title I schools regarding percentage of students identified—though this inequity has improved dramatically during the past 4 years. Further, Nevada underidentifies children from AIAN, Black, and Latinx racial groups. These data make it clear that Nevada needs to reform policy and procedures concerning equity and identification in gifted education statewide.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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NEW HAMPSHIRE (NH) REPORT CARD

LAWS The state of New Hampshire **does not mandate, nor does it fund, identifying or serving** "gifted and talented students."

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	9.24% of students attend a school that identifies students with gifts and talents
Rank	47th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	A	Students in Title I schools are identified at 98% of the rate of those in Non-Title I schools (11.15% vs. 12.16% yields a ratio of 0.98 between Title I and Non-Title I schools).
Rank	5th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	F	0.75 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	F	0.52 Black
	F	0.70 Latinx
	A	1.09 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.23		F–0.00	F–0.00	C–0.84
(*n*=36)	Non-Title I	F–0.00		F–0.00		F–0.00
	Title I	F–0.35		F–0.00	F–0.00	A–0.96
Black Equity	Overall	F–0.59	F–0.00	F–0.49		F–0.59
(*n*=170)	Non-Title I	F–0.73		F–0.59		A–1.32
	Title I	F–0.56	F–0.00	F–0.46	A–3.80	F–0.38
Latinx Equity	Overall	F–0.50		F–0.47	A–0.99	F–0.47
(*n*=638)	Non-Title I	F–0.58		F–0.65		F–0.00
	Title I	F–0.48		F–0.42	A–0.99	F–0.56
NHPI Equity	Overall	F–0.00	F–0.00	F–0.00	F–0.00	F–0.00
(*n*=17)	Non-Title I	F–0.00				
	Title I	F–0.00	F–0.00	F–0.00	F–0.00	F–0.00

MISSINGNESS

Students Missing From Gifted Education Identification: 91% at the Lower Boundary. Grade: Fail. Rank: 47

New Hampshire identified 2,014 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 19,857 to 20,266, (91%) with most of these missing students coming from schools that do not identify, Title I schools, and from underserved populations. For example, 38 Latinx children were identified, with 1,134 to 1,157 (97%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

New Hampshire identifies students from so few schools that making any meaningful sense from its data is challenging. Still, among the approximately 2000 youth identified statewide, disproportionality exists for students who are AIAN, Black, and Latinx. Clearly, many youth with high potential exist in New Hampshire who will go unidentified and unserved until this state implements policies and encourages practices to equitably identify and provide access to gifted education services.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

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NEW JERSEY (NJ) REPORT CARD

LAWS The state of New Jersey **mandates** by law **identifying and serving** "gifted and talented students." This mandate is **not funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	50.77% of students attend a school that identifies students with gifts and talents
Rank	37th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	B	Students in Title I schools are identified at 92% of the rate of those in Non-Title I schools (11.15% vs. 12.14% yields a ratio of 0.92 between Title I and Non-Title I schools).
Rank	7th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	1.01 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	F	0.73 Black
	D	0.82 Latinx
	A	1.10 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.67	F–0.75	F–0.67	F–0.00	F–0.59
(*n*=910)	Non-Title I	F–0.67	F–0.00	F–0.56	F–0.00	A–1.61
	Title I	F–0.67	C–0.86	F–0.73	F–0.00	F–0.38
Black Equity	Overall	F–0.67	B–0.93	F–0.64	C–0.85	F–0.49
(*n*=81,105)	Non-Title I	F–0.48	F–0.32	F–0.49	F–0.00	F–0.66
	Title I	F–0.73	A–1.03	F–0.68	B–0.90	F–0.54
Latinx Equity	Overall	F–0.65	F–0.61	F–0.65	F–0.49	F–0.43
(*n*=145,210)	Non-Title I	F–0.65	F–0.75	F–0.69	F–0.49	F–0.53
	Title I	F–0.65	F–0.68	F–0.64	F–0.50	F–0.44
NHPI Equity	Overall	A–1.17	A–1.25	A–1.17	F–0.50	A–1.15
(*n*=1,696)	Non-Title I	A–1.21	A–1.05	A–1.21	F–0.00	A–1.42
Substantial population	Title I	A–1.16	A–1.29	A–1.14	F–0.55	A–1.08

MISSINGNESS

Students Missing From Gifted Education Identification: 52% at the Lower Boundary. Grade: Fail. Rank: 38

New Jersey identified 80,037 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 87,181 to 93,338, (52% to 54%) with some of these missing students coming from Title I schools and from underserved populations. For example, 6,263 Black children are identified, with 18,777 to 20,158 (75% to 76%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Despite a mandate to identify and serve students with gifts and talents, only half of New Jersey's students have access to gifted identification; however, compared with the nation and many other states, moderate equity exists between Non-Title I and Title I schools regarding the percentage of students identified. RIs by race and locale show underrepresentation. New Jersey's largest underserved racial population is Latinx youth with an overall RI of 0.65 followed by AIAN and Black youth with overall RIs of 0.67. Black and Latinx representation is affected by their disproportional lack of access to schools that have identification of youth with gifts and talents. These data make it clear that New Jersey needs to reform policy and procedures concerning access, equity, and identification in gifted education statewide.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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NEW MEXICO (NM) REPORT CARD

LAWS The state of New Mexico **mandates** by law **identifying and serving** "gifted children." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	B	86.31% of students attend a school that identifies students with gifts and talents
Rank	14th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 41% of the rate of those in Non-Title I schools (4.82% vs. 11.77% yields a ratio of 0.41 between Title I and Non-Title I schools).
Rank	43rd	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	1.03 AIAN
	A	0.99 Black
	A	1.00 Latinx
	A	1.04 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.59	F–0.40	F–0.38	D–0.81	F–0.75
(*n*=30,851)	Non-Title I	F–0.36	F–0.27	F–0.22	F–0.36	F–0.56
Substantial population	Title I	F–0.67	F–0.45	F–0.42	C–0.89	B–0.90
Black Equity	Overall	F–0.71	F–0.72	F–0.72	F–0.49	C–0.85
(*n*=5,677)	Non-Title I	F–0.51	F–0.59	F–0.36	F–0.32	F–0.60
	Title I	F–0.76	F–0.77	D–0.81	F–0.52	C–0.87
Latinx Equity	Overall	F–0.71	F–0.70	F–0.79	F–0.65	F–0.71
(*n*=175,620)	Non-Title I	F–0.69	F–0.71	F–0.72	F–0.47	F–0.74
	Title I	F–0.76	F–0.74	D–0.84	F–0.70	F–0.72
NHPI Equity	Overall	A–1.19	A–1.17	A–0.96	B–0.93	A–1.65
(*n*=437)	Non-Title I	F–0.42	F–0.44	F–0.00	F–0.00	A–0.98
	Title I	A–1.39	A–1.29	A–1.22	A–1.21	A–1.83

MISSINGNESS

Students Missing From Gifted Education Identification: 28% at the Lower Boundary. Grade: Fail. Rank: 21

New Mexico identified 16,239 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 6,211 to 23,801, (28% to 59%) with most of these missing students coming from Title I schools and from underserved populations. For example, 7,056 Latinx children are identified, with 4,435 to 17,333 (39% to 71%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Despite having a mandate to identify and serve youth with gifts and talents, approximately 14% of students have no opportunity for identification because they attend schools where no students are identified. Additionally, Non-Title I schools identify more than double the percentage of students as gifted than do Title I schools. Third, AIAN, Black, and Latinx students are consistently underrepresented in New Mexico schools. Together this means that New Mexico has access and equity problems in its approach to identifying and serving gifted children. Reforms to policy and practice are warranted.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

NEW YORK (NY) REPORT CARD

LAWS

The state of New York **does not mandate nor does it fund identifying or serving** "gifted pupils."

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	11.38% of students attend a school that identifies students with gifts and talents
Rank	45th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	A	Students in Title I schools are identified at 121% of the rate of those in Non-Title I schools (13.03% vs. 10.73% yields a 1.21 ratio between Title I and Non-Title I schools). NY is 1 of only 4 states with this ratio greater than 1.00.
Rank	3rd	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	0.95 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	F	0.69 Black
	F	0.71 Latinx
	A	1.05 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	D–0.84	F–0.79	F–0.57	B–0.92	A–1.26
(*n*=1,868)	Non-Title I	A–1.21	N/A		A–1.27	F–0.00
Substantial population	Title I	F–0.73	N/A	F–0.57	F–0.00	A–1.27
Black Equity	Overall	B–0.90	D–0.81	F–0.77	F–0.45	D–0.82
(*n*=37,902)	Non-Title I	F–0.40	N/A		F–0.47	F–0.37
	Title I	A–0.99	N/A	F–0.77	F–0.29	A–1.05
Latinx Equity	Overall	F–0.58	F–0.53	F–0.56	F–0.48	F–0.66
(*n*=56,741)	Non-Title I	F–0.47	N/A		F–0.47	F–0.33
	Title I	F–0.73	N/A	F–0.56	F–0.59	F–0.73
NHPI Equity	Overall	A–1.05	C–0.87	B–0.91	A–1.37	A–1.06
(*n*=794)	Non-Title I	A–1.46	N/A		A–1.46	
Substantial population	Title I	D–0.81	N/A	B–0.91	F–0.00	A–1.06

MISSINGNESS

Students Missing From Gifted Education Identification: 89% at the Lower Boundary. Grade: Fail. Rank: 45

New York identified 43,802 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 260,680 to 344,888, (86% to 89%) with most of these missing students coming from schools that do not identify and from underserved populations. For example, 4,651 Latinx children are identified, with 70,802 to 94,583 (94% to 95%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With no mandate or funding, New York has only a few schools (10%) that identify youth with gifts and talents. Among these schools, however, there are encouraging data. First, New York, is one of only four states in which students attending Title I schools are identified at a higher rate than those in Non-Title I schools. Second, Black youth are identified proportionately in these Title I schools (0.99), but not in Non-Title I schools (0.40), and proportional identification of Black youth in any setting is rare in the United States. The same is not true for Latinx students in New York, who are underrepresented in all settings. Despite these encouraging findings, the reality is that almost 90% of the students who attend public schools in New York have no access to identification. Clearly New York needs policies, laws, and programs to reach these students and to increase access and equity for its students.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents.
Note. Only Overall RIs are provided for City schools, as 61.35% of City schools did not designate their Title I status. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

NORTH CAROLINA (NC) REPORT CARD

LAWS The state of North Carolina **mandates** by law **identifying and serving** "academically or intellectually gifted students." This mandate is **partially funded.**

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**A**	92.88% of students attend a school that identifies students with gifts and talents
Rank	**7th**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**F**	Students in Title I schools are identified at 47% of the rate of those in Non-Title I schools (9.25% vs. 19.54% yields a ratio of 0.47 between Title I and Non-Title I schools).
Rank	**38th**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**A** 0.99 AIAN **A** 0.99 Black **A** 1.02 Latinx **A** 0.97 NHPI	The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**F**–0.54	**F**–0.61	**F**–0.71	**F**–0.65	**F**–0.57
(*n*=18,534)	Non-Title I	**F**–0.71	**F**–0.67	**F**–0.79	**B**–0.94	**F**–0.59
Substantial population	Title I	**F**–0.67	**F**–0.62	**D**–0.83	**F**–0.67	**F**–0.64
Black Equity	Overall	**F**–0.40	**F**–0.40	**F**–0.35	**F**–0.42	**F**–0.41
(*n*=367,350)	Non-Title I	**F**–0.40	**F**–0.41	**F**–0.38	**F**–0.43	**F**–0.40
	Title I	**F**–0.44	**F**–0.46	**F**–0.38	**F**–0.44	**F**–0.43
Latinx Equity	Overall	**F**–0.44	**F**–0.40	**F**–0.39	**F**–0.57	**F**–0.47
(*n*=240,132)	Non-Title I	**F**–0.43	**F**–0.42	**F**–0.41	**F**–0.50	**F**–0.44
	Title I	**F**–0.49	**F**–0.45	**F**–0.47	**F**–0.60	**F**–0.51
NHPI Equity	Overall	**F**–0.69	**F**–0.53	**F**–0.76	**F**–0.63	**D**–0.84
(*n*=1,755)	Non-Title I	**F**–0.69	**F**–0.36	**A**–1.07	**F**–0.56	**F**–0.63
Substantial population	Title I	**F**–0.72	**F**–0.69	**F**–0.56	**F**–0.60	**B**–0.91

MISSINGNESS

Students Missing From Gifted Education Identification: 25% at the Lower Boundary. Grade: Fail. Rank: 15

North Carolina identified 170,771 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 56,739 to 133,773, (25% to 44%) with most of these missing students coming from Title I schools and from underserved populations. For example, 17,376 Black children are identified, with 29,973 to 60,727 (59% to 75%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

The good news is that more than 90% of North Carolina youth and more than 90% of North Carolina schools identify students for gifted education services. Additionally, any underrepresentation noted is not due to lack of access to identification either by race of type of school attended. However, despite these positive findings, disproportionality exists in North Carolina between Title I and Non-Title I schools, with Title I schools identifying less than half the percentage of students as their Non-Title I counterparts. Additionally, Black, Latinx, and to some extent AIAN children are severely underrepresented in North Carolina regardless of school type or locale. Because of this disproportionality, large numbers of these youth are missing from identification. Clearly North Carolina needs to examine policies and practices and determine which of these has impacted identification and led to inequity among races and between Title I and Non-Title I schools.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

NORTH DAKOTA (ND) REPORT CARD

LAWS The state of North Dakota **does not mandate identifying or serving** "gifted children." Yet, there is **partial funding** for gifted programs.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	29.57% of students attend a school that identifies students with gifts and talents
Rank	42nd	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 75% of the rate of those in Non-Title I schools (7.45% vs. 10.06% yields a ratio of 0.75 between Title I and Non-Title I schools).
Rank	16th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	1.22 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.63 Black
	A	1.01 Latinx
	A	1.17 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	A–1.13	F–0.28	F–0.26	F–0.51	A–1.09
(*n*=3,706)	Non-Title I	F–0.40	F–0.50	F–0.13	F–0.55	F–0.00
Substantial population	Title I	A–1.46	F–0.05	F–0.36	F–0.31	A–1.13
Black Equity	Overall	F–0.31	F–0.26	F–0.28	F–0.51	F–0.00
(*n*=2,497)	Non-Title I	F–0.33	F–0.28	F–0.38	F–0.55	F–0.00
	Title I	F–0.30	F–0.28	F–0.26	F–0.49	F–0.00
Latinx Equity	Overall	F–0.38	F–0.51	F–0.47	F–0.31	F–0.35
(*n*=1,403)	Non-Title I	F–0.50	F–0.68	F–0.43	F–0.39	F–0.34
	Title I	F–0.31	F–0.36	F–0.51	F–0.28	F–0.35
NHPI Equity	Overall	F–0.65	D–0.82	F–0.00	F–0.78	A–1.94
(*n*=123)	Non-Title I	F–0.48	F–0.55		F–0.00	A–3.62
	Title I	C–0.87	A–1.63	F–0.00	A–1.65	F–0.00

MISSINGNESS

Students Missing From Gifted Education Identification: 71% at the Lower Boundary. Grade: Fail. Rank: 42

North Dakota identified 2,861 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 7,062 to 8,264, (71% to 74%) with most of these missing students coming from Title I schools and from underserved populations. For example, 47 Latinx children are identified, with 365 to 426 (89% to 90%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Without legislation for gifted identification or services, only about 30% of children from North Dakota even attend a school where they could be identified. Disproportionality exists between Title I and Non-Title I schools and across races concerning proportionality of students who are identified. A student who attends a Title I school in North Dakota and who is AIAN, Black, Latinx, or Two or More Races is less likely to be identified than those in Non-Title Schools and who are White or Asian. And large numbers of all children are missing from gifted identification due to lack of access. Clear policy changes are needed to give access to, and equitably identify and serve, students with gifts and talents in North Dakota.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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OHIO (OH) REPORT CARD

LAWS The state of Ohio **mandates** by law **identifying and serving** "gifted students." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	D	68.60% of students attend a school that identifies students with gifts and talents
Rank	28th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 60% of the rate of those in Non-Title I schools (7.88% vs. 13.07% yields a ratio of 0.60 between Title I and Non-Title I schools).
Rank	29th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	0.95 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	D	0.81 Black
	A	0.95 Latinx
	A	1.07 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.66	D–0.83	F–0.74	F–0.42	F–0.57
(*n*=1,461)	Non-Title I	F–0.59	F–0.00	F–0.72	F–0.23	F–0.42
	Title I	F–0.70	A–0.98	F–0.75	F–0.49	F–0.64
Black Equity	Overall	F–0.31	F–0.54	F–0.28	F–0.36	F–0.40
(*n*=156,491)	Non-Title I	F–0.33	F–0.47	F–0.30	F–0.40	F–0.31
	Title I	F–0.33	F–0.57	F–0.31	F–0.38	F–0.44
Latinx Equity	Overall	F–0.43	F–0.62	F–0.43	F–0.43	F–0.41
(*n*=57,569)	Non-Title I	F–0.47	F–0.55	F–0.49	F–0.45	F–0.37
	Title I	F–0.44	F–0.66	F–0.44	F–0.44	F–0.44
NHPI Equity	Overall	F–0.41	F–0.74	F–0.33	F–0.25	F–0.74
(*n*=1,244)	Non-Title I	F–0.45	F–0.56	F–0.51	F–0.31	F–0.32
	Title I	F–0.42	F–0.75	F–0.31	F–0.23	A–0.99

MISSINGNESS

Students Missing From Gifted Education Identification: 37% at the Lower Boundary. Grade: Fail. Rank: 26

Ohio identified 109,491 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 64,482 to 121,293, (37% to 53%) with most of these missing students coming from Title I schools and from underserved populations. For example, 4,348 Black children are identified, with 21,268 to 32,496 (83% to 88%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Even with a mandate to identify and serve gifted students, only 69% of Ohio's students have access to be identified. Further, disparity exists between Non-Title I and Title I identification rates, with Non-Title I schools identifying 40% more students than Title I schools. Add to that underrepresentation among all Brown and Black youth, and Black youth being less likely to attend schools where identification occurs, and Ohio faces serious issues of access and equity among its gifted policies and procedures. Clearly, these inequities warrant reform.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

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OKLAHOMA (OK) REPORT CARD

LAWS The state of Oklahoma **mandates** by law **identifying and serving** "gifted and talented children." This mandate is **fully funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**A**	92.45% of students attend a school that identifies students with gifts and talents
Rank	**8th**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**F**	Students in Title I schools are identified at 62% of the rate of those in Non-Title I schools (14.02% vs. 22.56% yields a ratio of 0.62 between Title I and Non-Title I schools).
Rank	**26th**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**A**	0.99 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.02 Black
	A	1.01 Latinx
	A	1.01 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**A**–0.98	**A**–0.99	**D**–0.81	**A**–0.98	**A**–1.02
(*n*=92,524)	Non-Title I	**A**–0.97	**C**–0.88	**C**–0.87	**A**–1.02	**A**–0.97
Substantial population	Title I	**A**–1.00	**A**–1.01	**D**–0.80	**A**–0.98	**A**–1.04
Black Equity	Overall	**F**–0.54	**F**–0.56	**F**–0.53	**F**–0.77	**F**–0.54
(*n*=58,308)	Non-Title I	**F**–0.54	**F**–0.57	**F**–0.67	**F**–0.68	**F**–0.43
	Title I	**F**–0.55	**F**–0.57	**F**–0.53	**F**–0.79	**F**–0.56
Latinx Equity	Overall	**F**–0.60	**F**–0.64	**F**–0.63	**F**–0.64	**F**–0.60
(*n*=102,554)	Non-Title I	**F**–0.69	**B**–0.90	**F**–0.67	**F**–0.59	**F**–0.55
	Title I	**F**–0.60	**F**–0.64	**F**–0.63	**F**–0.66	**F**–0.61
NHPI Equity	Overall	**F**–0.63	**F**–0.75	**B**–0.93	**F**–0.47	**F**–0.69
(*n*=2,116)	Non-Title I	**F**–0.60	**F**–0.45	**C**–0.86	**A**–1.17	**F**–0.67
Substantial population	Title I	**F**–0.64	**D**–0.83	**A**–0.98	**F**–0.47	**F**–0.67

MISSINGNESS

Students Missing From Gifted Education Identification: 17% at the Lower Boundary. Grade: Pass. Rank: 3

Oklahoma identified 96,726 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 19,449 to 60,725, (17% to 39%) with most of these missing students coming from Title I schools and from underserved populations. For example, 9,247 Latinx children are identified, with 7,337 to 15,631 (44% to 63%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With mandated services, Oklahoma has consistently had access to identification for more than 90% of its students. Additionally, Oklahoma is one of the few places where there is equity in identification of AIAN youth with gifts and talents. This is noteworthy, as Oklahoma has the 2nd largest proportion of AIAN youth in relation to student enrollment and the largest by population (14.52%, 100,993). Perhaps others can learn how Oklahoma has achieved equity for these students. Still Oklahoma has problems with underrepresentation of Black and Latinx youth, and inequity exists between the percentages of students identified in Title I and Non-Title I settings. Together, these data make it clear that policy work is needed in Oklahoma to ensure access and equity in gifted education to all students.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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OREGON (OR) REPORT CARD

LAWS The state of Oregon **mandates** by law **identifying and serving** "talented and gifted children." This mandate is **not funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	B	81.96% of students attend a school that identifies students with gifts and talents
Rank	18th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 34% of the rate of those in Non-Title I schools (3.15% vs. 9.19% yields a ratio of 0.34 between Title I and Non-Title I schools).
Rank	47th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	0.96 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.09 Black
	A	0.95 Latinx
	C	0.89 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.38	F–0.44	F–0.38	F–0.64	F–0.39
(*n*=6,542)	Non-Title I	F–0.40	F–0.42	F–0.37	F–0.64	F–0.46
Substantial population	Title I	F–0.49	F–0.66	F–0.49	F–0.56	F–0.48
Black Equity	Overall	F–0.41	F–0.33	F–0.35	F–0.51	F–0.46
(*n*=12,067)	Non-Title I	F–0.39	F–0.33	F–0.35	F–0.51	F–0.42
	Title I	F–0.68	F–0.63	F–0.46	F–0.51	F–0.50
Latinx Equity	Overall	F–0.39	F–0.38	F–0.33	F–0.52	F–0.41
(*n*=100,477)	Non-Title I	F–0.37	F–0.42	F–0.32	F–0.37	F–0.41
	Title I	F–0.62	F–0.49	F–0.58	C–0.88	F–0.48
NHPI Equity	Overall	F–0.47	F–0.37	F–0.32	A–1.09	C–0.87
(*n*=3,012)	Non-Title I	F–0.50	F–0.44	F–0.38	A–0.96	D–0.83
Substantial population	Title I	F–0.55	F–0.44	F–0.26	A–1.39	B–0.91

MISSINGNESS

Students Missing From Gifted Education Identification: 27% at the Lower Boundary. Grade: Fail. Rank: 20

Oregon identified 33,111 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 12,534 to 21,475, (27% to 39%) with most of these missing students coming from Title I schools and from underserved populations. For example, 2,759 Latinx children are identified, with 6,332 to 9,105 (70% to 77%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Oregon, with its mandate for identification and services, has moderate access for identification, with 82% of its students attending a school where identification takes place. However, the equity between Title I and Non-Title I schools is nonexistent, with Non-Title I schools identifying 3 times the percentage of their students than Title I schools. RIs for AIAN, Black, NHPI, and especially Latinx students reveal large proportional underrepresentation of these students among those identified with gifts and talents. It is interesting to note that attending a Title I school improves proportional representation for all races, but in Oregon, Title I schools only identify about one-third the percentage of Non-Title I schools. Clearly, Oregon needs to examine and reform its policies concerning equity and identification statewide.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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PENNSYLVANIA (PA) REPORT CARD

LAWS The state of Pennsylvania **mandates** by law **identifying and servin**g "gifted students." This mandate is **not funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	B	80.82% of students attend a school that identifies students with gifts and talents
Rank	19th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 63% of the rate of those in Non-Title I schools (3.73% vs. 5.96% yields a ratio of 0.63 between Title I and Non-Title I schools).
Rank	25th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	B F C A	0.94 AIAN 0.59 Black 0.85 Latinx 1.03 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.57	F–0.79	F–0.56	F–0.57	F–0.50
(*n*=2,090)	Non-Title I	F–0.48	F–0.00	F–0.59	F–0.00	F–0.27
	Title I	F–0.62	B–0.90	F–0.56	F–0.70	F–0.59
Black Equity	Overall	F–0.38	F–0.57	F–0.31	F–0.41	F–0.41
(*n*=121,337)	Non-Title I	F–0.35	A–1.02	F–0.29	F–0.33	F–0.44
	Title I	F–0.42	F–0.58	F–0.33	F–0.43	F–0.42
Latinx Equity	Overall	F–0.37	F–0.41	F–0.34	F–0.52	F–0.41
(*n*=122,564)	Non-Title I	F–0.39	F–0.40	F–0.36	F–0.78	F–0.51
	Title I	F–0.39	F–0.45	F–0.35	F–0.48	F–0.39
NHPI Equity	Overall	C–0.88	F–0.65	F–0.70	A–2.83	D–0.83
(*n*=1,085)	Non-Title I	F–0.34	F–0.00	F–0.32	F–0.00	F–0.71
	Title I	A–1.16	F–0.75	A–0.97	A–3.29	B–0.92

MISSINGNESS

Students Missing From Gifted Education Identification: 26% at the Lower Boundary. Grade: Fail. Rank: 18

Pennsylvania identified 60,033 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 21,201 to 45,156, (26% to 43%) with most of these missing students coming from Title I schools and from underserved populations. For example, 2,014 Black children are identified, with 9,005 to 13,226 (82% to 87%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

In Pennsylvania, 81% of all students attend a school in which they have the opportunity to be identified with gifts and talents; however, this percentage is only 59% for Black students, whose RI is 0.38 among schools that identify. At the Lower Boundary estimate, Black students are missing at more than 3 times the rate of those identified for the state as a whole. Additionally, Title I schools identify at 0.63 the rate of Non-Title I schools. Further, Latinx students are underrepresented with an RI of 0.37. Despite having a mandate to identify and serve youth with gifts and talents, inequity exists across the state in who is identified. Clearly, Pennsylvania needs to reform policy and procedures to address issues of access and equity in its gifted education programs.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

RHODE ISLAND (RI) REPORT CARD

LAWS The state of Rhode Island **does not mandate identifying or serving**, "gifted and talented students." It does, however, have language for local districts concerning gifted education.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	1.09% of students attend a school that identifies students with gifts and talents
Rank	50th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools		Only 2 of 65 Non-Title I schools and 3 of 238 Title I schools identified any children as gifted. These schools that identify students with gifts and talents have only 1.09% of the state's population of students, an insufficient number to provide meaningful equity information.
Rank		
Equity of Access by Race		

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
It is impossible to create meaningful RI for these comparisons due to low numbers of students identified.						

MISSINGNESS

Students Missing From Gifted Education Identification: 99% at the Lower Boundary. Grade: Fail. Rank: 50

In Rhode Island, fewer than 5% of students have access to identification. Of these students, 148 children were identified as gifted in 2016 at an average identification rate of 9.61%. Due to this very small number of students, equity calculations are not appropriate. Numbers of students missing from gifted identification in Rhode Island were calculated using the national lower boundary rate of 9.57% and upper boundary rate of 13.46%. Using these rates, the number of missing students in Rhode Island is estimated to be between 13,402 and 18,902 (99%). These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Rhode Island is without policy or procedures for identifying and developing gifted and talented students in its state. As such, almost 20,000 potentially talented youth (and probably more) attending its schools have no access to gifted education services. Clearly, policy is needed to create access and equity for youth with gifts and talents in Rhode Island.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

SOUTH CAROLINA (SC) REPORT CARD

LAWS The state of South Carolina **mandates** by law **identifying and serving** "gifted and talented students." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**A**	90.11% of students attend a school that identifies students with gifts and talents
Rank	**10th**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**F**	Students in Title I schools are identified at 38% of the rate of those in Non-Title I schools (8.55% vs. 22.28% yields a ratio of 0.38 between Title I and Non-Title I schools).
Rank	**46th**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**A**	0.99 AIAN
	A	0.98 Black
	A	1.01 Latinx
	A	1.00 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**F**–0.63	**F**–0.46	**F**–0.64	**B**–0.91	**F**–0.66
(*n*=2,290)	Non-Title I	**F**–0.62	**F**–0.47	**F**–0.64	**C**–0.85	**F**–0.65
	Title I	**F**–0.79	**F**–0.45	**F**–0.70	**A**–0.98	**D**–0.84
Black Equity	Overall	**F**–0.51	**F**–0.52	**F**–0.52	**F**–0.58	**F**–0.49
(*n*=232,442)	Non-Title I	**F**–0.55	**F**–0.51	**F**–0.57	**F**–0.52	**F**–0.56
	Title I	**F**–0.62	**F**–0.76	**F**–0.51	**F**–0.70	**F**–0.54
Latinx Equity	Overall	**F**–0.56	**F**–0.58	**F**–0.50	**F**–0.59	**F**–0.61
(*n*=58,186)	Non-Title I	**F**–0.58	**F**–0.56	**F**–0.56	**F**–0.55	**F**–0.62
	Title I	**F**–0.66	**F**–0.75	**F**–0.57	**F**–0.69	**F**–0.70
NHPI Equity	Overall	**C**–0.89	**B**–0.92	**F**–0.68	**A**–1.41	**A**–1.10
(*n*=942)	Non-Title I	**C**–0.85	**F**–0.79	**F**–0.69	**A**–1.35	**A**–1.16
	Title I	**C**–0.85	**A**–1.27	**F**–0.60	**A**–1.30	**F**–0.48

MISSINGNESS

Students Missing From Gifted Education Identification: 24% at the Lower Boundary. Grade: Fail. Rank: 13

South Carolina identified 118,013 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 37,592 to 58,054, (24% to 33%) with most of these missing students coming from Title I schools and from underserved populations. For example, 20,160 Black children are identified, with 25,055 to 38,766 (55% to 66%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With its mandate to identify and serve students with gifts and talents, more than 90% of South Carolina's students have access to gifted identification, including equitable access among racial groups. However, inequity exists between Non-Title I and Title I schools regarding percentage of students identified with one of the worst ratios in the country. RIs by race and locale show underrepresentation, especially of Black and Latinx youth who are both identified at about half an equitable rate. These data make it clear that South Carolina needs to reform policy and procedures concerning access, equity, and identification in gifted education statewide.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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SOUTH DAKOTA (SD) REPORT CARD

LAWS The state of South Dakota **does not mandate or fund identifying and serving** "gifted and talented children."

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	28.94% of students attend a school that identifies students with gifts and talents
Rank	43rd	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 57% of the rate of those in Non-Title I schools (4.97% vs. 8.75% yields a ratio of 0.57 between Title I and Non-Title I schools)
Rank	32nd	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	F	0.72 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	2.28 Black
	A	1.32 Latinx
	F	0.68 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.26	F–0.17		F–0.08	F–0.33
(*n*=3,207)	Non-Title I	F–0.30	F–0.26		F–0.33	A–1.50
Substantial population	Title I	F–0.32	F–0.00		F–0.06	F–0.53
Black Equity	Overall	F–0.18	F–0.17		F–0.16	F–0.51
(*n*=2,593)	Non-Title I	F–0.17	F–0.17		F–0.00	F–0.69
	Title I	F–0.20	F–0.43		F–0.21	F–0.64
Latinx Equity	Overall	F–0.21	F–0.22		F–0.29	F–0.19
(*n*=2,650)	Non-Title I	F–0.27	F–0.28		F–0.45	F–0.33
	Title I	F–0.17	F–0.33		F–0.25	F–0.18
NHPI Equity	Overall	F–0.00	F–0.00		F–0.00	F–0.00
(*n*=24)	Non-Title I	F–0.00	F–0.00			
	Title I	F–0.00	F–0.00		F–0.00	F–0.00

Note. SD has no Suburb schools that identify.

MISSINGNESS

Students Missing From Gifted Education Identification: 73% at the Lower Boundary. Grade: Fail. Rank: 43

South Dakota identified 2,683 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 7,084 to 9,321, (73% to 78%) with most of these missing students coming from Title I schools and from schools that do not identify. For example, 56 AIAN children are identified, with 983 to 1,287 (95% to 96%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With no mandate in South Dakota, only 29% of students attend schools that identify youth with gifts and talents—and AIAN youth are 25% less likely than others to attend these schools. Although the numbers of AIAN (4th largest population by proportion and 11th largest by number of students), Black, and Latinx youth are not large, their underrepresentation in South Dakota is. The average RI for AIAN youth is 0.26; for Black youth is 0.18; and for Latinx youth is 0.21, some of the lowest RIs in the country. These youth are only identified at rates of one-fourth to less than one-fifth of an equitable rate. Finally, the disparity between Non-Title I and Title I identification rates (0.57) is large and contributes to underidentification of students who attend Title I schools. South Dakota needs to develop policies and procedures that promote access and equity within gifted education identification and programming—especially for its AIAN youth.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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TENNESSEE (TN) REPORT CARD

LAWS The state of Tennessee **mandates** by law **identifying and serving** "intellectually gifted" youth. This mandate is **partially funded.**

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	54.03% of students attend a school that identifies students with gifts and talents
Rank	33rd	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 39% of the rate of those in Non-Title I schools (2.20% vs. 5.66% yields a ratio of 0.39 between Title I and Non-Title I schools)
Rank	45th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A D A A	1.03 AIAN 0.83 Black 1.02 Latinx 1.13 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access; meaning underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.72	F–0.78	F–0.35	A–0.99	A–1.01
(*n*=979)	Non-Title I	F–0.55	A–1.51	F–0.18	F–0.00	F–0.00
	Title I	D–0.84	F–0.39	F–0.58	A–1.22	A–1.22
Black Equity	Overall	F–0.46	F–0.44	F–0.43	F–0.43	F–0.51
(*n*=100,646)	Non-Title I	F–0.55	F–0.43	F–0.69	A–1.02	F–0.31
	Title I	F–0.51	F–0.51	F–0.39	F–0.41	F–0.57
Latinx Equity	Overall	F–0.38	F–0.37	F–0.32	F–0.30	F–0.51
(*n*=49,244)	Non-Title I	F–0.40	F–0.33	F–0.43	F–0.17	F–0.63
	Title I	F–0.42	F–0.43	F–0.35	F–0.33	F–0.48
NHPI Equity	Overall	A–1.18	A–1.09	A–1.22	A–1.39	C–0.88
(*n*=632)	Non-Title I	A–1.40	A–1.81	A–1.65	F–0.00	F–0.00
	Title I	B–0.92	F–0.78	F–0.39	A–1.83	A–1.19

MISSINGNESS

Students Missing From Gifted Education Identification: 50% at the Lower Boundary. Grade: Fail. Rank: 35

Tennessee identified 15,229 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 15,407 to 41,583, (50% to 73%) with most of these missing students coming from Title I schools and from underserved populations. For example, 1,035 Black children are identified, with 5,056 to 11,453 (79% to 90%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Tennessee has, in general, declined in its equity and access to gifted identification, with fewer schools identifying students over time, fewer students being identified, and an increased difference between Title I and Non-Title I schools in the percentages of students being identified. Additionally, equity among racial groups is worsening, and even with only a small percentage of students identified with gifts and talents on average, large numbers of Black and Latinx children are missing from gifted identification in Tennessee. Taken together, these data make it clear that policy and practice reforms are needed in Tennessee's gifted identification, access, and equity.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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TEXAS (TX) REPORT CARD

LAWS The state of Texas **mandates** by law **identifying and serving** "gifted and talented students." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	A	93.24% of students attend a school that identifies students with gifts and talents
Rank	4th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 60% of the rate of those in Non-Title I schools (7.24% vs. 12.10% yields a ratio of 0.60 between Title I and Non-Title I schools)
Rank	30th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	0.99 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	0.99 Black
	A	0.99 Latinx
	A	1.02 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.71	F–0.72	F–0.68	F–0.77	D–0.83
(*n*=17,989)	Non-Title I	F–0.63	F–0.59	F–0.66	D–0.81	F–0.68
Substantial population	Title I	F–0.75	F–0.76	F–0.71	F–0.76	C–0.87
Black Equity	Overall	F–0.52	F–0.53	F–0.47	F–0.49	F–0.46
(*n*=612,404)	Non-Title I	F–0.40	F–0.46	F–0.36	F–0.36	F–0.43
	Title I	F–0.57	F–0.58	F–0.57	F–0.50	F–0.48
Latinx Equity	Overall	D–0.80	C–0.86	F–0.68	F–0.75	F–0.75
(*n*=2,559,046)	Non-Title I	F–0.59	F–0.62	F–0.55	F–0.49	F–0.60
	Title I	B–0.90	A–0.95	D–0.81	F–0.75	D–0.82
NHPI Equity	Overall	F–0.72	D–0.81	F–0.63	D–0.81	F–0.69
(*n*=6,792)	Non-Title I	F–0.71	F–0.74	F–0.65	A–2.73	B–0.90
Substantial population	Title I	F–0.73	D–0.83	F–0.64	D–0.80	F–0.61

MISSINGNESS

Students Missing From Gifted Education Identification: 19% at the Lower Boundary. Grade: Pass. Rank: 5

Texas identified 404,721 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 95,324 to 252,170, (19% to 38%) with most of these missing students coming from Title I schools and from underserved populations. For example, 25,881 Black children were identified, with 28,542 to 54,571 (52% to 68%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With a mandate to identify and serve students with gifts and talents, since 2000, approximately 94% of students in Texas attend schools that identify students with gifts and talents. However, inequity exists between Non-Title I and Title I schools regarding percentage of students identified; and RIs by race and locale show underrepresentation, especially for Black youth. Latinx students who attend Title I schools are reasonably well represented (0.90), but Title I schools in Texas identify fewer students with gifts and talents than do Non-Title I schools, where Latinx students remain underrepresented (0.59). Representation of AIAN and NHPI at 0.71 and 0.72 on average are better than in most states in the country, but still "failing" and reflecting underrepresentation. Thus, Texas needs to review policy and procedures to continue to improve equity and access for its underserved youth. This should include identification procedures, because in Texas underrepresentation is not largely due to access, but rather to underidentification in schools that do identify.

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geri Gifted Education Research & Resource Institute

UTAH (UT) REPORT CARD

LAWS The state of Utah **does not mandate** by law **identifying and serving** "gifted and talented/accelerated students." However, gifted programming is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	**F**	36.81% of students attend a school that identifies students with gifts and talents
Rank	**39th**	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	**F**	Students in Title I schools are identified at 50% of the rate of those in Non-Title I schools (7.37% vs. 14.72% yields a ratio of 0.50 between Title I and Non-Title I schools)
Rank	**36th**	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	**D**	0.82 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.33 Black
	A	1.13 Latinx
	A	1.31 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	**F**–0.64	**F**–0.23	**F**–0.76	**F**–0.74	**F**–0.48
(*n*=2,172)	Non-Title I	**F**–0.72	**F**–0.21	**D**–0.84	**F**–0.64	**A**–1.13
Substantial population	Title I	**F**–0.63	**F**–0.34	**F**–0.76	**F**–0.73	**F**–0.30
Black Equity	Overall	**C**–0.85	**B**–0.93	**D**–0.83	**F**–0.79	**A**–1.05
(*n*=4,493)	Non-Title I	**F**–0.72	**F**–0.78	**F**–0.72	**F**–0.72	**F**–0.56
	Title I	**A**–1.51	**A**–1.47	**A**–1.37	**A**–1.00	**A**–3.63
Latinx Equity	Overall	**F**–0.76	**F**–0.54	**C**–0.88	**F**–0.39	**F**–0.57
(*n*=44,968)	Non-Title I	**F**–0.73	**F**–0.47	**C**–0.85	**F**–0.47	**F**–0.52
	Title I	**A**–1.08	**D**–0.83	**A**–1.21	**F**–0.25	**F**–0.76
NHPI Equity	Overall	**B**–0.93	**F**–0.42	**A**–1.06	**A**–1.78	**B**–0.94
(*n*=4,883)	Non-Title I	**A**–0.95	**F**–0.41	**A**–1.08	**A**–1.67	**F**–0.49
Substantial population	Title I	**A**–1.11	**F**–0.56	**A**–1.24	**F**–0.00	**A**–3.28

MISSINGNESS

Students Missing From Gifted Education Identification: 64% at the Lower Boundary. Grade: Fail. Rank: 39

Utah identified 31,031 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 54,992 to 67,504, (64% to 69%) with most of these missing students coming from Title I schools and from underserved populations. For example, 177 AIAN children were identified, with 732 to 879 (81% to 83%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Without a mandate to identify and serve students with gifts and talents, but with some funding, only one third of Utah's youth have access to gifted identification. Inequity exists between Non-Title I and Title I schools regarding percentage of students identified. Although better than many other states, RIs by race and locale still show underrepresentation of AIAN, Black, and Latinx youth. Utah needs clear policies and procedures to increase access and equity for students in gifted programs statewide.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

VERMONT (VT) REPORT CARD

LAWS

The state of Vermont **does not mandate or fund identifying or serving** "gifted and talented children."

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	2.37% of students attend a school that identifies students with gifts and talents
Rank	49th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools Rank		Only 1 of 77 Non-Title I schools and 5 of 221 Title I schools identified any children as gifted. These schools that identify students with gifts and talents have only 2.37% of the state's population of students, an insufficient number to provide meaningful equity information.
Equity of Access by Race		

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI

It is impossible to create meaningful RI for these comparisons due to low numbers of students identified.

MISSINGNESS

Students Missing From Gifted Education Identification: 98% at the Lower Boundary. Grade: Fail. Rank: 49

In Vermont, fewer than 5% of students have access to identification, of these students 121 children were identified as gifted in 2016 at an average identification rate of 6.15%. Missing students were calculated using the national lower boundary rate of 9.57% and upper boundary 13.46%. Using these rates, the number of missing students in schools that do not identify ranges from 7,821 to 11,044 (98% to 99%). These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Vermont is without policy or procedures for identifying and developing talented students in its state. As such, almost 11,100 potentially talented youth (and probably more) attending its schools have no access to gifted education services. Clearly, policy is needed to create access and equity for youth with gifts and talents in Vermont.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

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VIRGINIA (VA) REPORT CARD

LAWS

The state of Virginia **mandates** by law **identifying and serving** "gifted students." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	A	93.08% of students attend a school that identifies students with gifts and talents
Rank	5th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I school are identified at 45% of the rate of those in Non-Title I schools (7.24% vs. 15.98% yields a ratio of 0.45 between Title I and Non-Title I schools)
Rank	40th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	1.01 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.00 Black
	A	0.98 Latinx
	A	1.00 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.70	A–0.96	F–0.62	F–0.61	F–0.60
(*n*=3,461)	Non-Title I	F–0.65	B–0.90	F–0.59	F–0.57	F–0.55
	Title I	B–0.94	A–1.17	B–0.90	F–0.73	F–0.71
Black Equity	Overall	F–0.50	F–0.55	F–0.45	F–0.64	F–0.39
(*n*=273,829)	Non-Title I	F–0.51	F–0.57	F–0.47	F–0.77	F–0.37
	Title I	F–0.65	F–0.72	F–0.57	F–0.45	F–0.52
Latinx Equity	Overall	F–0.63	F–0.59	F–0.59	F–0.53	F–0.61
(*n*=168,407)	Non-Title I	F–0.63	F–0.56	F–0.62	F–0.53	F–0.63
	Title I	F–0.78	F–0.73	F–0.76	F–0.58	F–0.52
NHPI Equity	Overall	A–0.95	A–1.05	C–0.85	A–1.65	F–0.70
(*n*=1,861)	Non-Title I	D–0.84	B–0.94	F–0.74	F–0.70	F–0.73
Substantial population	Title I	A–1.46	A–1.30	A–1.66	A–3.73	F–0.49

MISSINGNESS

Students Missing From Gifted Education Identification: 19% at the Lower Boundary. Grade: Pass. Rank: 6

Virginia identified 160,544 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 38,834 to 53,245, (19% to 25%) with most of these missing students coming from Title I schools and from underserved populations. For example, 18,417 Black children are identified, with 21,112 to 28,645 (53% to 61%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With a mandate to identify and serve students with gifts and talents, since 2000 approximately 93% of students in Virginia attend schools that identify students with gifts and talents. However, inequity exists between Non-Title I and Title I schools regarding percentage of students identified, with Title I schools only identifying 45% of that of Non-Title I schools. RIs by race and locale show underrepresentation, especially for Black and Latinx youth. These data make it clear that Virginia needs to reform its policies, procedures, and identification practices to address issues of equity and access (in Title I schools) statewide.

AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

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WASHINGTON (WA) REPORT CARD

LAWS The state of Washington **mandates identifying and serving** "highly capable students." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	C	72.16% of students attend a school that identifies students with gifts and talents
Rank	23rd	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	B	Students in Title I school are identified at 92% of the rate of those in Non-Title I schools (6.34% vs. 6.86% yields a ratio of 0.92 between Title I and Non-Title I schools)
Rank	6th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	B	0.90 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	0.99 Black
	A	1.01 Latinx
	A	1.02 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.41	F–0.36	F–0.50	F–0.43	F–0.49
(*n*=9,255)	Non-Title I	F–0.39	F–0.35	F–0.57	F–0.42	F–0.51
Substantial population	Title I	F–0.41	F–0.37	F–0.47	F–0.44	F–0.48
Black Equity	Overall	F–0.39	F–0.23	F–0.57	F–0.69	F–0.42
(*n*=34,521)	Non-Title I	F–0.36	F–0.21	F–0.53	A–1.03	F–0.61
	Title I	F–0.41	F–0.24	F–0.58	F–0.55	F–0.37
Latinx Equity	Overall	F–0.39	F–0.35	F–0.47	F–0.34	F–0.41
(*n*=179,689)	Non-Title I	F–0.40	F–0.36	F–0.46	F–0.47	F–0.44
	Title I	F–0.39	F–0.35	F–0.48	F–0.30	F–0.40
NHPI Equity	Overall	F–0.37	F–0.14	F–0.51	A–1.23	F–0.34
(*n*=8,414)	Non-Title I	F–0.30	F–0.12	F–0.45	A–0.96	F–0.00
Substantial population	Title I	F–0.40	F–0.16	F–0.53	A–1.44	F–0.48

MISSINGNESS

Students Missing From Gifted Education Identification: 36% at the Lower Boundary. Grade: Fail. Rank: 25

Washington identified 51,306 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 28,948 to 30,958, (36% to 38%) with most of these missing students coming from schools that do not identify, from underserved populations, and from Title I schools. For example, 244 AIAN children were identified, with 677 to 729 (74% to 75%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Despite a mandate to identify and serve students with gifts and talents, only 72% of Washington's students have access to gifted identification. However, inequity between Non-Title I and Title I schools is small at 0.92, meaning that, unlike many other states, students in Title I schools are identified at almost the same rate as those in Non-Title I schools. Washington has low RIs for AIAN (0.41), Black (0.37), Latinx (0.37), and NHPI (0.37) youth. These data make it clear that Washington needs to reform policy and procedures concerning access, equity, and identification in gifted education statewide.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

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WEST VIRGINIA (WV) REPORT CARD

LAWS The state of West Virginia **mandates** by law **identifying and serving** "gifted students." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	C	74.65% of students attend a school that identifies students with gifts and talents
Rank	21st	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 55% of the rate of those in Non-Title I schools (1.72% vs. 3.13% yields a ratio of 0.55 between Title I and Non-Title I schools)
Rank	34th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	A	1.02 AIAN
	A	0.99 Black
	A	0.99 Latinx
	A	1.04 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.72	F–0.39	A–1.37	F–0.00	D–0.84
(*n*=217)	Non-Title I	D–0.81	F–0.45	A–1.77	F–0.00	F–0.00
	Title I	F–0.59	F–0.00	F–0.00	F–0.00	A–2.04
Black Equity	Overall	F–0.49	F–0.39	F–0.56	F–0.30	F–0.43
(*n*=9,128)	Non-Title I	F–0.43	F–0.31	F–0.62	F–0.38	F–0.19
	Title I	F–0.66	F–0.70	F–0.58	F–0.23	D–0.82
Latinx Equity	Overall	F–0.43	F–0.42	F–0.48	F–0.51	F–0.17
(*n*=3,199)	Non-Title I	F–0.44	F–0.48	F–0.43	F–0.45	F–0.19
	Title I	F–0.41	F–0.28	D–0.82	F–0.63	F–0.14
NHPI Equity	Overall	A–2.52	A–2.24	A–2.60	F–0.00	A–2.47
(*n*=108)	Non-Title I	A–2.98	A–2.25	A–2.92	F–0.00	A–3.90
	Title I	F–0.00	F–0.00	F–0.00	F–0.00	F–0.00

MISSINGNESS

Students Missing From Gifted Education Identification: 27% at the Lower Boundary. Grade: Fail. Rank: 19

West Virginia identified 5,337 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 2,020 to 3,504, (27% to 40%) with most of these missing students coming from Title I schools and from underserved populations. For example, 35 Latinx children are identified, with 76 to 100 (68% to 74%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With a mandate to identify and serve youth with gifts and talents, West Virginia identifies the lowest percentage of students of all the states at 2.7% among schools that identify. Additionally, despite having this mandate, only 75% of students attend a school where identification of students with gifts and talents takes place. In schools that identify, disproportional representation occurs between Title I and Non-Title I schools with Title I schools identifying approximately half the percentage of students as Non-Title I schools. Finally, disproportionality exists for Black and Latinx youth with overall RI at 0.49 and 0.43, respectively. These data make it clear that West Virginia needs to reform policy and procedures concerning access, equity, and identification in gifted education statewide.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

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WISCONSIN (WI) REPORT CARD

LAWS The state of Wisconsin **mandates** by law **identifying and serving** "gifted and talented pupils." This mandate is **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	D	60.90% of students attend a school that identifies students with gifts and talents
Rank	32nd	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	D	Students in Title I schools are identified at 83% of the rate of those in Non-Title I schools (7.84% vs. 9.40% yields a ratio 0.83 ratio between Title I and Non-Title I schools)
Rank	11th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	F	0.66 AIAN — The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
	A	1.17 Black
	A	1.10 Latinx
	A	0.96 NHPI

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	F–0.49	F–0.55	F–0.57	F–0.34	F–0.70
(*n*=4,192)	Non-Title I	F–0.36	F–0.23	F–0.75	F–0.16	F–0.48
Substantial population	Title I	F–0.59	C–0.85	F–0.43	F–0.52	D–0.82
Black Equity	Overall	F–0.55	F–0.63	F–0.53	F–0.43	F–0.33
(*n*=58,166)	Non-Title I	F–0.38	F–0.34	F–0.46	F–0.43	F–0.29
	Title I	F–0.64	F–0.73	F–0.59	F–0.47	F–0.38
Latinx Equity	Overall	F–0.64	F–0.61	A–0.97	F–0.36	F–0.43
(*n*=65,876)	Non-Title I	F–0.60	F–0.46	B–0.91	F–0.48	F–0.46
	Title I	F–0.69	F–0.71	A–1.00	F–0.34	F–0.43
NHPI Equity	Overall	F–0.54	D–0.81	F–0.51	F–0.39	F–0.18
(*n*=435)	Non-Title I	F–0.72	F–0.76	D–0.84	F–0.50	F–0.40
	Title I	F–0.40	C–0.86	F–0.14	F–0.38	F–0.00

MISSINGNESS

Students Missing From Gifted Education Identification: 43% at the Lower Boundary. Grade: Fail. Rank: 31

Wisconsin identified 45,219 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 33,773 to 37,886, (43% to 46%) with most of these missing students coming from underserved populations and from Title I schools. For example, 176 AIAN children are identified, with 715 to 803 (80% to 82%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

Despite a mandate requiring identification of youth with gifts and talents, only about 61% of Wisconsin's youth attend schools that do so. And, 34% fewer AIAN youth attend these schools than do students from other races. Additionally, fewer students are identified in Title I than in Non-Title I schools. Together these circumstances result in severe underrepresentation of AIAN youth. Underrepresentation of Black and Latinx youth in Wisconsin also exists across both school types and in most locales with failing overall RIs of 0.55 and 0.64, respectively. Clearly, reform is needed in Wisconsin concerning access to and equity in gifted education. Policy, practices, and identification procedures need review and revision.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

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WYOMING (WY) REPORT CARD

LAWS The state of Wyoming **does not mandate** by law **identifying or serving** "gifted and talented children and youth." Gifted programs are **partially funded**.

ACCESS

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
Access to Identification	F	49.99% of students attend a school that identifies students with gifts and talents
Rank	38th	Rank among 50 states and DC in access
Equity of Access Between Title I and Non-Title I Schools	F	Students in Title I schools are identified at 77% of the rate of those in Non-Title I schools (6.52% vs. 8.51% yields a ratio of 0.77 between Title I and Non-Title I schools)
Rank	15th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
Equity of Access by Race	F	0.41 AIAN
	D	0.84 Black
	B	0.90 Latinx
	B	0.92 NHPI

The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

EQUITY

Underserved Groups (in schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity	Overall	A–1.07	F–0.00	F–0.00	F–0.54	A–1.98
(*n*=744)	Non-Title I	A–1.29	F–0.00		F–0.58	A–1.80
Substantial population	Title I	F–0.34	F–0.00	F–0.00	F–0.50	F–0.00
Black Equity	Overall	F–0.60	C–0.85	F–0.00	F–0.76	F–0.21
(*n*=453)	Non-Title I	F–0.41	F–0.49		F–0.52	F–0.36
	Title I	A–1.03	A–1.09	F–0.00	A–1.36	F–0.00
Latinx Equity	Overall	F–0.38	F–0.39	F–0.30	F–0.36	F–0.43
(*n*=5,761)	Non-Title I	F–0.44	F–0.41		F–0.45	F–0.40
	Title I	F–0.32	F–0.28	F–0.30	F–0.27	F–0.48
NHPI Equity	Overall	F–0.16	F–0.00	F–0.00	F–0.18	F–0.00
(*n*=83)	Non-Title I	F–0.27	F–0.00		F–0.26	F–0.00
	Title I	F–0.00	F–0.00	F–0.00	F–0.00	F–0.00

MISSINGNESS

Students Missing From Gifted Education Identification: 52% at the Lower Boundary. Grade: Fail. Rank: 37

Wyoming identified 3,676 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 3,999 to 4,409, (52% to 55%) with most of these missing students coming from Title I schools and from underserved populations. For example, 172 Latinx children are identified, with 819 to 915 (83% to 84%) missing. These numbers are detailed in Table 7 in the accompanying state report.

SUMMARY

Key Findings and Recommendations

With no mandate to identify and serve students with gifts and talents, only half of Wyoming's students have access to gifted identification, inequity exists between Non-Title I and Title I schools regarding percentage of students identified, and RIs by race and locale show underrepresentation. Wyoming's largest underserved racial population is Latinx youth with an overall RI of 0.38. In addition, AIAN and Black youth are underserved with only 62 and 21 students identified from these populations. Of concern are AIAN youth, Wyoming has the 8th largest proportion of AIAN of all the states and this group of students is underidentified with less access to schools that do identify in Wyoming. Access is also a problem for Black, Latinx, and TMR students. These data make it clear that Wyoming needs to develop policies and procedures concerning access, equity, and identification in gifted education statewide.

Note. A blank indicates there are no students in that setting from this group; a zero indicated that although there are students in this setting none are identified with gifts and talents. AIAN=American Indian or Alaska Native, NHPI=Native Hawaiian or other Pacific Islander

Gentry, M., Gray, A., Whiting, G. W., Maeda, Y., & Pereira, N. (2019). *Access denied/System failure: Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race.* Report Cards, Technical Report, and Website. Purdue University: West Lafayette, IN; Jack Kent Cooke Foundation: Lansdowne, VA.

SYNTHESIS OF STATE REPORT CARDS AND DATA ACROSS THE NATION, 50 STATES, AND THE DISTRICT OF COLUMBIA

Laws

Key Findings

- Thirty-eight states have a mandate regarding identification and/or services of students with gifts and talents.
- Only four states fully fund their mandate—Florida, Georgia, Iowa, and Oklahoma, with Florida and Oklahoma showing promise in some areas of equity
- Having a mandate is related to favorable access and fewer missing students; however this alone does not translate to equitable identification.

Laws about gifted education vary widely across the country from no law to funded mandates for identification and services. Table 1 summarized the variety of legislation by state current as of 2015-2016, which reflects the data in this report. Findings about legislation include: Thirty-eight states have mandates for gifted education; only four states fully fund a mandate for identification and services (FL, GA, IA, OK). In contrast, Illinois has a mandate, but does not fund, nor does it require identification or services. Three states require identification but not services (AK, CT, NJ) without funding. Four partially fund and require identification but not services (KS, ME, MN, NE). Twenty states partially fund required identification and services; whereas, six states require identification and services but provide no funding. Eleven states have language concerning gifted education but no laws (CA, MA, MI, MO, ND, NH, NY, RI, UT, VT, WY), and of these, Missouri, North Dakota, Utah, and Wyoming have partial funding for gifted education even in absence of a mandate. Only the District of Columbia and South Dakota have no mandate, no language, and no funding for gifted education, and not surprisingly, they are on the bottom of most of the analyses in this report. Finally, four states (CA, MA, MI, SD) have no mandate. Of the states without mandates, only California engages in much identification, with

67% of its students attending schools that identify students with gifts and talents. A summary of mandates, funding, identification, and services across all states are shown in Table 2. It seems clear that having a mandate and funding increases access in most states, although students in 11 states with mandates have less access than the national average (67%). These states include Hawaii (64%), Arizona (63%), Wisconsin (61%), Tennessee (54%), Minnesota (54%), Montana (53%), Idaho (52%), New Jersey (51%), Delaware (33%), Connecticut (33%), and Illinois (26%). Having a law is not related to trends in equity, though it is related to students having opportunity for identification, which is the first step toward equity.

TABLE 2

Breakdown of State Mandates for Gifted Education, Identification, Services, and Funding

State	Mandated 38 Yes 13 No	Mandated Identification 37 Yes 14 No	Mandated Services 30 Yes 21 No	Funded Mandate 4 Fully 28 Partially 19 No
Alaska	Yes	Yes	No	No
Alabama	Yes	Yes	Yes	Partially
Arkansas	Yes	Yes	Yes	Partially
Arizona	Yes	Yes	Yes	No
California	No	No	No	No
Colorado	Yes	Yes	Yes	Partially
Connecticut	Yes	Yes	No	No
District of Columbia	No	No	No	No
Delaware	Yes	Yes	Yes	No
Florida	Yes	Yes	Yes	Fully
Georgia	Yes	Yes	Yes	Fully
Hawaii	Yes	Yes	Yes	Partially
Iowa	Yes	Yes	Yes	Fully
Idaho	Yes	Yes	Yes	Partially
Illinois	Yes	No	No	No
Indiana	Yes	Yes	Yes	Partially
Kansas	Yes	Yes	No	Partially
Kentucky	Yes	Yes	Yes	Partially
Louisiana	Yes	Yes	Yes	Partially
Massachusetts	No	No	No	No
Maryland	Yes	Yes	Yes	No

State	Mandated 38 Yes 13 No	Mandated Identification 37 Yes 14 No	Mandated Services 30 Yes 21 No	Funded Mandate 4 Fully 28 Partially 19 No
Maine	Yes	Yes	No	Partially
Michigan	No	No	No	No
Minnesota	Yes	Yes	No	Partially
Missouri	No	No	No	Partially
Mississippi	Yes	Yes	Yes	Partially
Montana	Yes	Yes	Yes	No
North Carolina	Yes	Yes	Yes	Partially
North Dakota	No	No	No	Partially
Nebraska	Yes	Yes	No	Partially
New Hampshire	No	No	No	No
New Jersey	Yes	Yes	No	No
New Mexico	Yes	Yes	Yes	Partially
Nevada	Yes	Yes	Yes	Partially
New York	No	No	No	No
Ohio	Yes	Yes	Yes	Partially
Oklahoma	Yes	Yes	Yes	Fully
Oregon	Yes	Yes	Yes	No
Pennsylvania	Yes	Yes	Yes	No
Rhode Island	No	No	No	No
South Carolina	Yes	Yes	Yes	Partially
South Dakota	No	No	No	No
Tennessee	Yes	Yes	Yes	Partially
Texas	Yes	Yes	Yes	Partially
Utah	No	No	No	Partially
Virginia	Yes	Yes	Yes	Partially
Vermont	No	No	No	No
Washington	Yes	Yes	Yes	Partially
Wisconsin	Yes	Yes	Yes	Partially
West Virginia	Yes	Yes	Yes	Partially
Wyoming	No	No	No	Partially

Access[1]

Key Findings

- Nationally 67% of students attending 58% of the schools had access to identification in 2015–2016.
- Access among states ranged from 0% in the District of Columbia to 95.61% in Georgia.
- Thirty-two states have passing grades for access 60% or more students attending schools that identify students with gifts and talents.
- In general, more Title I schools than Non-Title I schools identify students with gifts and talents; however, in most states (*N*=42) fewer students are identified in Title I than Non-Title I schools (nationally this is 7.86% vs. 13.46%).
- Access does not guarantee equity by race, all racial groups except for AIAN have equal access for identification and across all locales equal access to identification exists.

Access is the first essential condition for students to be equitably served in gifted education. Without access, first by attending a school that actually identifies students with gifts and talents and second by equity in access across subgroups, it is impossible for equity in identification to exist. Thus, nationally and for each state we examined access by calculating the percentage of students who attend schools that identify students with gifts and talents (Figure 2), then we examined equity among subgroups.

In total, 32 states have passing grades for the percentage of students enrolled in schools that identify students with gifts and talents. The grading system assigns a letter grade to a range of percentages of students who attend schools with identification within a state. The grades and ranges are: A, 90.00% to 100%; B, 80.00% to 89.99%; C, 70.00% to 79.99%; D, 60.00% to 69.99%; and F, less than 60.00%. In 2015–2016, the actual range of percentage of students enrolled in schools that identify follow for each grade assigned: A, 90.11% to 95.61%; B, 80.82% to 88.55%; C, 70.51% to 79.64%; D, 60.90% to 69.46%; F, 0.00% to 54.03%.

It is noteworthy that in 30 of the 32 states with passing access grades, those with greater than 60% of students with access to identification have state mandates regarding identification and/or services for students with gifts and talents. Eleven of the 19 states with failing grades do not have mandates. These data make it clear that having a mandate means that access is more likely but does not guarantee that students in these states with mandates have the opportunity for identification. Even in states that received A's in access, all of which have mandates, up to 10% of students attend schools that do not identify any students with gifts and talents.

1 Additional supporting data on Access, as referenced in the National Report Card narrative, are contained in Appendices A–F.

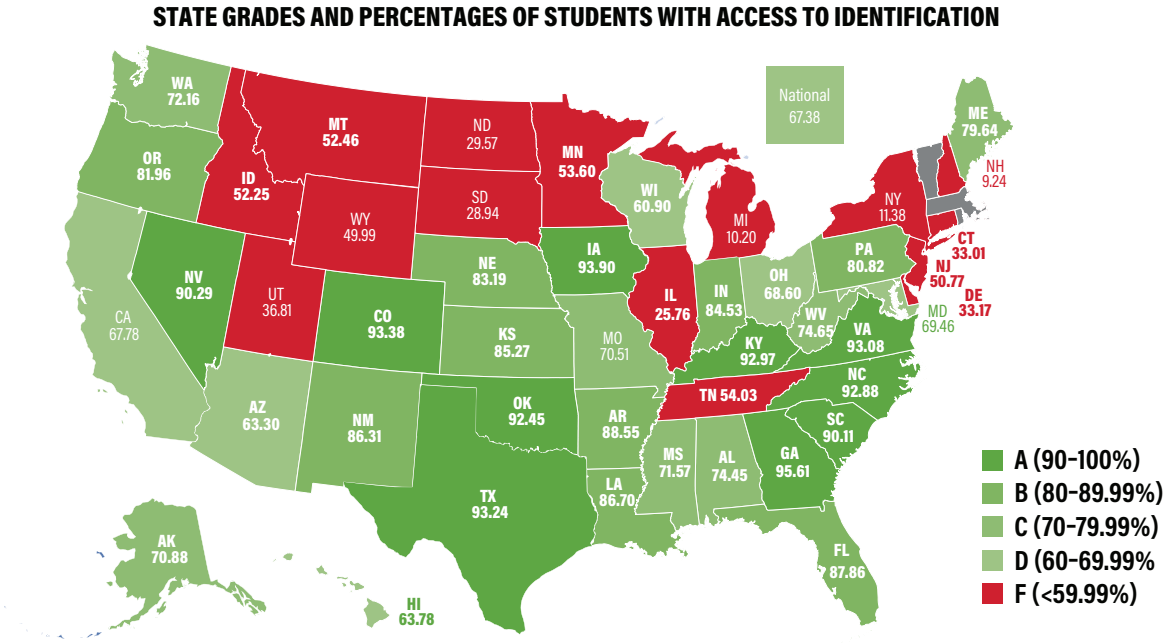

FIGURE 2. ***2015-2016 State Grade and Status by Access of Opportunity to Be Identified With Range of Percent of Students in Schools With Identification and Range of Percent of Students Identified***

Note. States in bold typeface have mandates regarding the identification and/or service of students with gifts and talents.
Note. In District of Columbia, no students are identified with gifts and talents.
Note. In the states of Massachusetts, Vermont, and Rhode Island, fewer than 5% of students attend schools that identify, thus in this report we omit these states from many of the analyses.

Percentages of Students Identified

Key Findings

- Among schools that identify students with gifts and talents, 9.57% of students were identified nationally in 2015-2016
- Maryland has the largest percentage of students identified at 24.37% and the District of Columbia identified no students
- Among schools that identify, Twenty-four states identified between 5.00% and 9.99% of their students

The percentage of students identified with gifts and talents varies widely among the states (Figure 3). Nationally, 9.57% of students who attend schools that identify are identified with gifts and talents. But state by state this percentage ranges from 0% in the District of Columbia,

to 24.37% in Maryland. As shown in Figure 3, most states (*N*=24) identify between 5.00% and 9.99% of their students with gifts and talents (among schools that identify these youth). Maryland and South Carolina identify large percentages of students with gifts and talents at 24.37% and 17.09% respectively. Seven states identify fewer than 5% of their students, and each of these states has a mandate (WV, TN KS PA, HI, ID, LA).

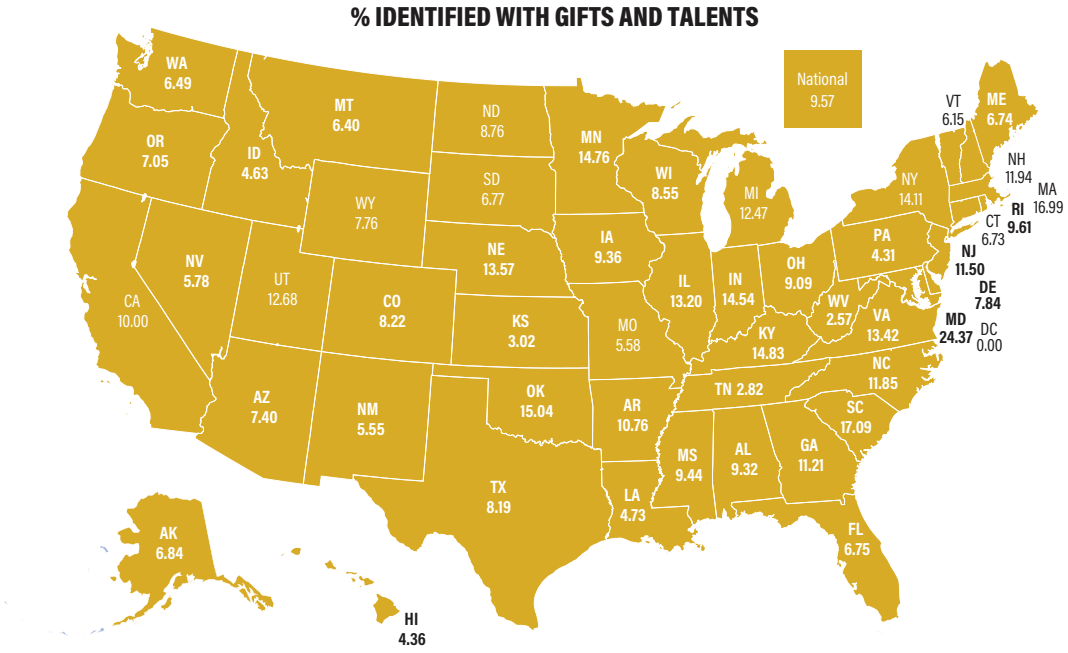

FIGURE 3. ***Variations Among Percentage of Identified Students in States in 2015-2016***

Note. States in bold have mandates regarding the identification and service of students with gifts and talents.

Identification Rates and Title I Status

Key Findings

- Nationally, students in Title I schools were 42% less likely to be identified with gifts and talents then their peers in Non-Title I schools in 2015-2016.
- Students in Title I schools in 13 states were 0% – 20% less likely to be identified as Non-Title I peers.
- Students in Title I schools in 34 states were 22% – 66% less likely to be identified as Non-Title I peers.
- Nationally, underrepresentation is not a function of proportionally fewer Title I schools identifying students with gifts and talents

To gain a more nuanced understanding of how poverty affects identification, we examined percentages of students identified in Title I and Non-Title I schools to determine whether equity existed between these two settings, first nationally and then by state. As shown in Table 3, by considering whether students attend a Title I or Non-Title I school, a disturbing trend emerges from the national data. With an average of 9.57% of students identified in schools that identify nationally, each year, a larger percentage of students in Non-Title I schools are identified than in Title I schools, with the largest difference occurring in 2016 with 13.46% and 7.86% respectively, yielding a ratio of 0.58. This means that students in Title I schools are identified at only 58% of the rate of those in Non-Title I schools. The difference between Title I and Non-Title I rates of identification has decreased since 2011–2012.

TABLE 3

Number and Percentage of Students Identified With Giftedness Overall and by Title I Status, With Difference Between Non-Title I and Title I Schools, National

Year	Total Identified GT in Schools That Identify	Total and Percentage Identified in Non-Title I Schools	Total and Percentage Identified in Title I schools	Ratio of Title I to Non-Title I Schools
2015–2016	3,255,232	1,370,703	1,852,729	
	9.57%	13.46%	7.86%	0.58
2013–2014	3,382,078	1,325,098	2,045,383	
	10.19%	13.65%	8.75%	0.64
2011–2012	3,190,688	1,890,321	1,246,888	
	9.61%	12.11%	7.29%	0.60

Note. Total students identified may not equal students in Title I and Non-Title I schools because each year a few schools did not designate Title I status. Nationally, the percentage of schools that did not designate this status was 4.35% in 2015–2016; 2.90% in 2013–2014; and 5.84% in 2011–2012. Appendix D contains these data for each state.

Figure 3 provides the range of percent of students identified in schools that identify by state. A closer look at the rate of identification in a state requires consideration of whether students attend a Title I or a Non-Title I school and how closely the rates of identification are aligned. To do this, a ratio between Title I and Non-Title I rates of identification is calculated. A ratio of 1.00 means there are equal rates of identification in both school types; above a 1.00 means there is a greater rate of identification in Title I schools; below a 1.00 means there is a greater rate of identification in Non-Title I schools. The grading system in Table 4 assigns a letter grade to a range of possible ratios: A, 0.950 and above; B, 0.900 to 0.949; C, 0.850 to 0.899; D, 0.800 to 0.849; and F, less than 0.800. Only 13 states have passing ratios. This means that in 34 states students attending Title I schools are identified at rates of 34% to 78% of those

in Non-Title I schools. Further, only 4 states have ratios greater than 1.00, meaning a larger percentage of students are identified in Title I than Non-Title I schools.

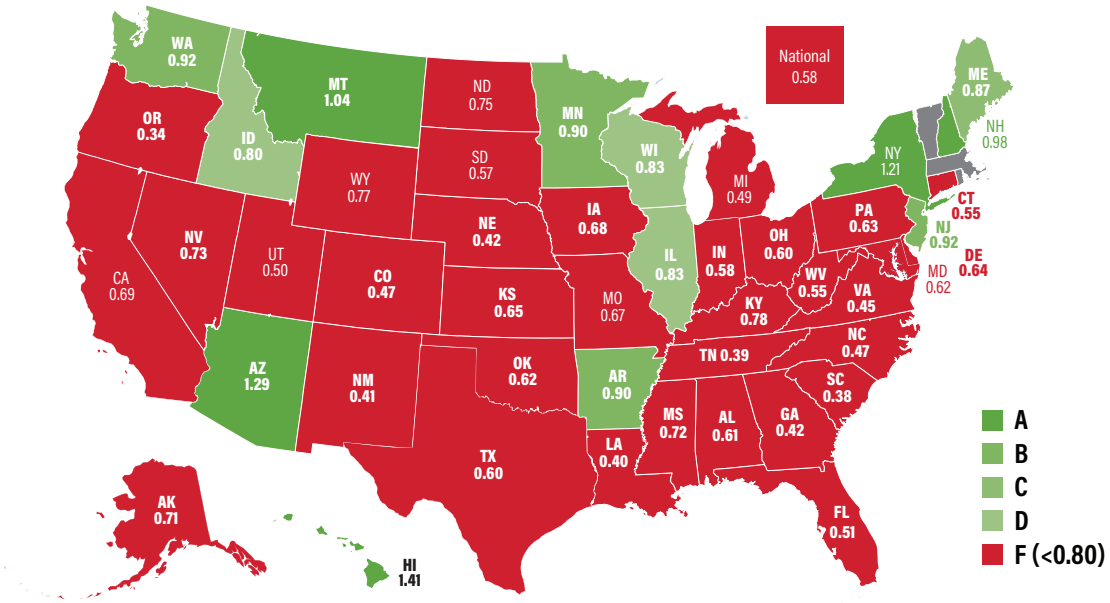

FIGURE 4. ***2015–2016 State Grade and Status by Ratio of Title I to Non-Title I Rates of Identification***

Note. States in bold have mandates regarding the identification and service of students with gifts and talents.
Note. In the District of Columbia there is no identification of students with gifts and talents, so no ratio is calculated.
Note. In the states of Massachusetts, Vermont, and Rhode Island, less than 5% of students attend schools that identify; therefore, no ratio is calculated as the numbers are too small to make meaningful interpretations.

Table 4 provides descriptive data concerning the numbers and percentage of schools with Title I status and whether or not they identify students with gifts and talents. These data help explain whether differences exist in opportunity for identification based on what type of school (Title I or Non-Title I) a student attends. Ratios of schools that identify to schools that don't identify for each type of school (Non-Title I or Title I) greater than 1.00 would indicate a larger percentage of schools of that type identify than do not identify; ratios close to 1.00 would indicate about the same percentage of schools identify as do not identify; and ratios less than 1.00 would indicate a smaller percentage of schools identify than do not identify. The grand ratio compares the ratio of Title I to Non-Title I, with the same indicators (Ratio > 1.00 means a larger proportional representation of schools that identify within Title I schools than Non-Title I; ratio near 1.00 means about the same in percentage of schools identifying; ratio <1.00 means a greater proportional representation of schools that identify within Non-Title I schools than Title I schools). For the nation in 2016, grand ratio (1.27) indicates greater proportion for Title I schools that identify (1.59) when compared to Non-Title I schools that identify (1.25). These data support

the conclusion that underrepresentation is not a function of proportionally fewer Title I schools identifying students with gifts and talents. This has consistently been the case since 2011–2012.

TABLE 4

Ratio of Non-Title I and Title I Schools With/Without Gifted Access With Grand Ratio of Title I Ratio to Non-Title I Ratio in the Nation

Year	Total Schools	Non-Title I Schools–No ID # and %	Non-Title I Schools–With ID # and %	Ratio Non-Title I With ID /Non-Title I No ID	Title I Schools–No ID # and %	Title I Schools–With ID # and %	Ratio Title I with ID / Title I No ID	Grand Ratio Title I Ratio/ Non-Title I Ratio
2015–2016	96,360	11,505	14,435		25,595	40,630		
		11.94	14.98	1.25	26.56	42.16	1.59	1.27
2013–2014	95,507	10,574	13,813		27,823	40,529		
		11.07	14.46	1.31	29.13	42.44	1.46	1.12
2011–2012	95,635	16,543	22,424		19,080	32,001		
		17.30	23.45	1.36	19.95	33.46	1.68	1.24

To further understand the 2015–2016 national grand ratio and the role of state grand ratios within that, states were categorized by range of grand ratio. These categories assist in assessing whether student who attend Title I schools have equal access to identification. As described in the narrative to Table 4 above, the range *Greater than 1.05* indicates that in these states a larger percentage of Title I schools identify students than Non-Title I schools. States with grand ratios in the range of *0.95 to 1.05* indicate a similar rate of identification in Title I schools as found in Non-Title I schools. As shown in Figure 5, the data for the 30 states with grand ratios in these two ranges support the conclusion that underrepresentation in these states is not a function of proportionally fewer Title I schools identifying students with gifts and talents. A grand ratio in the range of *Less than 0.95* indicates that in these states a larger percentage of Non-Title I schools identify students than Title I schools. For these 17 states, the data support the conclusion that underrepresentation is a function of proportionally fewer Title I schools identifying students with gifts and talents.

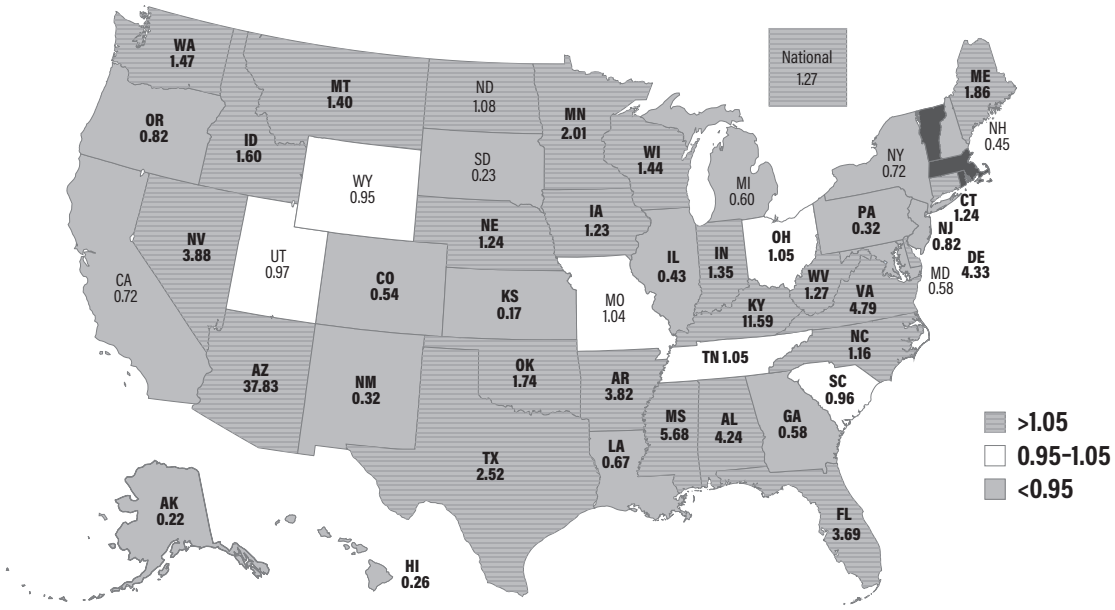

FIGURE 5. ***2015–2016 States Sorted by Range of Grand Ratio of Title I Ratio to Non-Title I Ratios***

Note. States in bold have mandates regarding the identification and service of students with gifts and talents.
Note. In the District of Columbia, there is no identification of students with gifts and talents so no grand ratio is calculated and it is not included in the table.
Note. In the states of Massachusetts, Rhode Island, and Vermont, less than 5% of students attend schools that identify, therefore no grand ratio is calculated as the numbers are too small to make meaningful interpretations and these states are not included in the table.

Access by Locale

Key Findings

- Nationally, little difference exists across City, Suburb, Town, and Rural locales in access to identification
- However only eight states (FL, IA, ME, NC, OK, SC, TX, VA) have equal access across all locales.
- Less access exists for students attending Suburb schools in five states, City and Town schools in 17 states, and Rural schools in 25 states.

Using the local codes of City, Suburb, Town, and Rural, we examined access to identification by locale first nationally, depicted in Table 5, and then by state, depicted in Table 6. Locale is a combination of a school's location relative to an urban area and its population size. The school locale codes come from the Common Core of Data (CCD) public files matching the years for

the OCR data, in this case 2015–2016. CRDC provided a cross-walk, which matched the CRDC unique school identifier code with the National Center for Education Statistics (NCES) unique school identifier code. By matching school data sets, we added locale codes to the CRDC data and categorized schools, and the students who attend them, by the four main categories of City, Suburb, Town, and Rural. These categories were collapsed from 12 subcategories, with City and Suburb subcategories of large, midsize, and small; and Town and Rural subcategories of fringe, distant, and remote.

TABLE 5

2015–2016 National Access to Identification as Gifted in All Schools by Locale With a Ratio of Locale to All

Locale	Total Students	Students in Schools That Identify GT		Ratio of Locale to All
		N	%	
National–All	50,459,595	33,997,501	67.38	
City	15,116,089	9,901,691	65.50	0.97
Suburb	19,860,067	13,718,339	69.07	1.03
Town	5,650,329	3,760,472	66.55	0.99
Rural	9,344,276	6,526,581	69.85	1.04

Nationally, only small differences exist in the ratio of access by locale, with students in all locales having similar access to identification with ratios between 0.95 and 1.05. City locales are the lowest, at .97, meaning slightly fewer students have access to identification in cities than other locales, and students in Rural schools have the highest access at 1.04. This tight range of access ratios indicates that representation and identification of giftedness by locale is not due to lack of access to identification.

If one only examined the national data, one might conclude that access to identification is not affected by locale. However, examination of access by locale for individual states reveals a much more complicated story, with a wide range of access across the different states. For example, 8 states, like the nation, had ratios greater than 0.95 for all four locales (FL, IA, ME, NC, OK, SC, TX, VA) and only five states had Suburb locals with ratios less than 0.95 (AK, ID, NY, SD, WA). Seventeen states in both City and Town locales had ratios less than 0.95 respectively (City: AL, AR, CT, GA, IL, IN, KS, KY, LA, MD, MI, NH, NJ, NY, OH, PA, TN; Town: AZ, CA, CT, DE, IL, MD, MN, MS, NE, NH, NJ, NM, NV, SD, UT, WI, WV). Of concern is that students attending rural schools in 25 states had less than equitable access to identification with ratios below 0.95 (AK, AZ, CA, CO, CT, DE, ID, IL, HI, MD, MI, MN, MO, MT, ND, NE, NH, NV, NY, OR, SD, UT, WI, WV, WY). Table 6 contains the summary of these states and access by locale. Complete data are contained in Appendix G.

TABLE 6

2015–2016 Access to Identification as Gifted by State by Locale, With Ratios for Locales in Which Access is Limited

All Locales	City	Suburb	Town	Rural
> 0.95	< 0.95	< 0.95	< 0.95	< 0.95
FL	AL–0.85	AK–0.87	AZ–0.59	AK–0.52
IA	AR–0.92	ID–0.94	CA–0.65	AZ–0.84
ME	CT–0.92	NY–0.81	CT–0.45	CA–0.78
NC	GA–0.93	SD–0.00	DE–0.90	CO–0.94
OK	IL–0.79	WA–0.93	IL–0.43	CT–0.77
SC	IN–0.92		MD–0.85	DE–0.40
TX	KS–0.94		MN–0.58	ID–0.85
VA	KY–0.76		MS–0.89	IL–0.50
	LA–0.92		NE–0.94	HI–0.78
	MD–0.71		NH–0.44	MD–0.87
	MI–0.75		NJ–0.85	MI–0.70
	NH–0.04		NM–0.89	MN–0.50
	NJ–0.53		NV–0.51	MO–0.80
	NY–0.88		SD–0.93	MT–0.56
	OH–0.82		UT–0.82	ND–0.31
	PA–0.48		WI–0.86	NE–0.76
	TN–0.90		WV–0.94	NH–0.83
				NV–0.72
				NY–0.59
				OR–0.91
				SD–0.43
				UT–0.82
				WI–0.65
				WV–0.87
				WY–0.90
N=8	*N*=17	*N*=5	*N*=17	*N*=25

Note. In the District of Columbia there is no identification of students with gifts and talents, so no ratio is calculated.
Note. In the states of Massachusetts, Vermont, and Rhode Island, less than 5% of students attend schools that identify; therefore, no ratio is calculated as the numbers are too small to make meaningful interpretations.

Access by Race

Key Findings

- In general, lack of access to identification does not explain inequity and missingness in the United States. In fact access is only a limitation as follows:

    - Nationally, of all racial groups only AIAN students have less access to identification at .92 that of other groups.
    - Twelve states have failing grades in access for AIAN youth, five of which have the largest proportions AIAN students.
    - Six states have failing grades in access for Black students.
    - Asian, Latinx, NHPI, TMR, and White students had failing access grades in 1, 2, 3, 2, and 0 states, respectively

Finally, we examined access by racial groups to determine whether different groups had similar access to identification. To do this, we divided the percentage of the group who attend schools that identify by the overall percentage of students who attend these schools, yielding an access ratio. As with differences between Title I and Non-Title I schools, we assigned a letter grade to a range of possible ratios as follows for each racial group: A, 0.950 and above; B, 0.900 to 0.949; C, 0.850 to 0.899; D, 0.800 to 0.849; and F, less than 0.800. Nationally, only AIAN youth have slightly less access to identification at 0.92 than do other racial groups. These results are contained in Table 7.

TABLE 7

2015–2016 National Access to Identification as Gifted in All Schools and by Race With a Ratio of Race to All

Race	Total Students	Students in Schools That ID GT		Ratio of Race to All	Grade
		N	%		
National-All	**50,459,595**	**33,997,501**	**67.38%**		
AIAN	524,745	324,665	61.87%	0.92	**B**
Asian	2,498,621	1,648,968	66.00%	0.98	**A**
Black	7,791,746	5,115,049	65.65%	0.97	**A**
Latinx	13,028,157	9,219,809	70.77%	1.05	**A**
NHPI	194,685	126,641	65.05%	0.97	**A**
TMR	1,746,453	1,222,825	70.02%	1.04	**A**
White	24,675,188	16,339,544	66.22%	0.98	**A**

Similar to other access categories, access by race varies widely among different states. Although nationally, it appears that access is generally even across the races, many states have limited access to different racial groups. Table 8 contains access ratios for each racial group with failing ratios in red and passing ratios in green.

With a few exceptions, access to identification is not a problem for racial groups in most states, meaning most racial groups in most states have the opportunity for identification at similar rates. With 47 states included in these analyses, access for AIAN students received passing grades in 35, with 30 states receiving a grade of A. However, for AIAN youth, another 12 states received failing grades for access, and among these are states such as Alaska, Montana, Minnesota, Arizona, and South Dakota who have large proportions of AIAN youth in their states. Other races including Asian, Latinx, NHPI, TMR, and White students saw passing grades in 46, 45, 44, 45, and 47 states, respectively. Like AIAN students, Black youth had less access with 41 states receiving passing grades and 6 states receiving failing grades. Interestingly, New York and New Hampshire, though they have limited access for all students at 9.93% and 7.87%, fail in access for Black and Latinx youth.

Conclusions About Access

Key Findings

- In 32 states fewer than 80% of students had access to identification, in 19 of these fewer than 55% of students had access.
- Students in Title I schools are more likely to attend a school with identification than students who attend Non-Title I schools but less likely to be identified.
- Schools in Suburb locales have the best access to identification of all locales.
- Underrepresentation, missingness, and inequity are largely not due to lack of access across races.

In 32 states, fewer than 80% of students have access to identification. In more than half of these (19 states), fewer than 55% of students have access to identification. Of the students with access to identification, they are more likely to be identified if they attend a Non-Title I school. In only 5 states do Title I schools identify a greater percentage of students with gifts and talents than do Non-Title I schools. In fact, in 38 states Title I students are identified at less than 80% of the rate of Non-Title I students. Yet, in 30 states, a student who attends a Title I school is more likely, and in 6 states equally as likely, to be attending a school where they have access to identification than if they attend a Non-Title I school. But in general, a smaller percent of students in Title I schools are identified.

At the national level, access by locale is relatively equitable, yet at the state level locale affects whether students have access to identification, with students in rural locales in 25 states having less access to identification than other students in the state. This is the case for students

TABLE 8

Student Access to Identification, Ratio of Race Access to All Access by State in 2015-2016

State	Ratio of AIAN Access to All Access	Ratio of Asian Access to All Access	Ratio of Black Access to All Access	Ratio of Latinx Access to All Access	Ratio of NHPI Access to All Access	Ratio of TMR Access to All Access	Ratio of White Access to All Access
Nation	0.92	0.98	0.97	1.05	0.97	1.04	0.98
AK	0.47	1.20	1.26	1.24	1.25	1.21	1.12
AL	1.10	0.74	0.99	1.00	1.00	0.97	1.01
AR	0.98	0.97	0.98	0.98	0.89	0.99	1.01
AZ	0.68	0.84	1.06	1.07	1.07	1.03	0.96
CA	0.77	1.01	1.01	1.03	0.99	0.98	0.93
CO	0.99	1.03	1.00	0.98	1.00	1.01	1.01
CT	0.75	1.14	0.98	0.94	0.85	0.98	1.02
DE	1.11	1.19	0.96	1.17	0.42	1.36	0.93
FL	0.91	1.02	0.96	1.02	1.02	1.00	1.01
GA	1.00	1.03	0.97	1.02	1.01	1.01	1.02
HI	1.12	1.09	1.13	0.93	0.88	0.96	1.15
IA	0.98	1.00	0.98	0.99	0.99	0.99	1.00
ID	1.05	1.00	0.96	1.03	0.92	1.05	0.99
IL	1.19	1.71	0.73	0.90	1.21	1.19	1.06
IN	1.01	1.07	0.87	1.00	1.01	0.99	1.02
KS	0.99	1.05	0.95	0.89	1.01	1.01	1.03
KY	0.97	0.93	0.90	0.90	1.01	0.97	1.02
LA	1.06	1.08	0.92	1.06	1.04	1.03	1.07
MD	0.96	1.25	0.96	1.15	0.88	1.02	0.93
ME	0.87	1.06	1.13	1.02	1.01	0.99	0.99
MI	1.09	1.00	0.69	0.83	1.16	1.05	1.10
MN	0.56	1.34	1.27	1.13	0.62	1.14	0.92
MO	1.08	1.14	0.92	1.08	1.14	1.16	1.00
MS	1.03	0.93	0.97	1.09	1.04	1.12	1.03
MT	0.54	1.29	1.25	1.09	1.11	1.07	1.06
NC	0.99	1.00	0.99	1.02	0.97	0.99	1.00
ND	1.22	1.66	1.63	1.01	1.17	0.81	0.92
NE	0.68	1.13	1.08	1.02	0.99	1.10	0.98
NH	0.75	0.81	0.52	0.70	1.09	1.00	1.04
NJ	1.01	1.20	0.73	0.82	1.10	1.13	1.14
NM	1.03	1.08	0.99	1.00	1.04	1.09	0.99
NV	0.72	1.04	1.05	1.04	1.03	1.03	0.93
NY	0.95	1.35	0.69	0.71	1.05	1.20	1.21
OH	0.95	1.14	0.81	0.95	1.07	0.99	1.04
OK	0.99	1.03	1.02	1.01	1.01	1.00	1.00
OR	0.96	1.13	1.09	0.95	0.89	1.02	1.01
PA	0.94	0.94	0.59	0.85	1.03	0.88	1.12
SC	0.99	1.03	0.98	1.01	1.00	1.01	1.01
SD	0.72	1.43	2.28	1.32	0.68	1.21	0.95
TN	1.03	1.25	0.83	1.02	1.13	1.06	1.05
TX	0.99	1.03	0.99	0.99	1.02	1.01	1.02
UT	0.82	1.40	1.33	1.13	1.31	0.74	0.96
VA	1.01	0.93	1.00	0.98	1.00	1.01	1.01
WA	0.90	0.98	0.99	1.01	1.02	0.99	1.00
WI	0.66	1.17	1.17	1.10	0.96	1.06	0.96
WV	1.02	1.09	0.99	0.99	1.04	1.08	1.00
WY	0.41	0.93	0.84	0.90	0.92	0.79	1.05

Note. In the District of Columbia there is no identification of students with gifts and talents, so no ratio is calculated.

Note. In the states of Massachusetts, Vermont, and Rhode Island, less than 5% of students attend schools that identify; therefore, no ratio is calculated as the numbers are too small to make meaningful interpretations.

Note. States in bold have mandates regarding the identification and service of students with gifts and talents.

in town and city locales in 17 states each. The best locale for access to identification is Suburb, with only 5 states with access ratios less than 0.95.

Regarding access by race, nationally only AIAN youth have access at less than 0.95 of other races. Then access varies across states; however, most states have passing access rates across all racial groups. Lack of access is most prevalent at the state level for AIAN youth with 12 states failing, this is followed by access for Black youth with 6 states failing. White youth have no states with failing access, and the other groups have 3 or fewer states with failing ratios. This means that underrepresentation, missingness, and inequity are largely *not* due to lack of access across races.

Equity Across Underserved Groups and Locales[2]

Key Findings

- Underrepresentation of AIAN, Black, Latinx, and NHPI students is widespread and persistent across the United States, continuing a trend of more than 40 years; whereas, Asian and White students are consistently well-represented.
- Students in Rural and Town locales are more likely to be less proportionally represented than their Suburb and City counterparts.
- Although fewer students are identified in Title I schools, in most cases, they are more proportionally identified by race in these schools.

Equity was examined for subgroups across Title I and Non-Title I schools by race and for Locales nationally and then for each state to provide a clear picture of representation and underrepresentation of students across the country identified with gifts and talents. These analyses follow those related to equity by examining representation of subgroups *in schools that identify students with gifts and talents*. It is important to keep in mind, as shown in Figure 2, that only 10 states provide access to identification for more than 90% of students; whereas, in 19 states, fewer than 60% of students have access to identification. Thus, in many states these equity figures simply do not include a substantial number of students.

To examine equity, we used Representation Indices (RIs), which are simple ratios of the percentage of students in subgroup in the gifted population divided by the percentage of the

2 Additional supporting data on Equity, as referenced in the National Report Card narrative, are contained in Appendices G, H, and I.

same subgroup in the general population (e.g., the percentage of gifted students who attend rural schools/the percentage of all students who attend rural schools or the percentage of Black students who are gifted/the percentage of Black students who are in the general population). An RI near 1.00 means proportional representation, and as described in our report card methods, we assigned grades to RIs to help interpret representation as follows: 0.950 and greater is an A, from 0.900 to 0.949 is a B, 0.850 to 0.899 is a C, 0.800 to 0.849 is a D, and less than 0.800 is failing in proportionality.

Note that the District of Columbia, Massachusetts, Rhode Island, and Vermont are not included in this section because fewer than 5% of their students have access to identification; further, although included in the analyses, fewer than 50% of students in Utah, Delaware, Connecticut, North Dakota, South Dakota, Illinois, New York, Michigan, and New Hampshire had access to identification in 2015–2016.

Overall, Title I, and Non-Title I by Locale

Using representation indices, we examined to what extent proportional representation among students across locales (i.e., City, Suburb, Town, Rural) exists. We began with the Nation, overall, then added the Title I status, and then repeated these analyses for each state. The results are in Table 9. As with other analyses, we consider RIs at or above 0.95 equitable, and those less than 0.80 failing. Failing RIs are not equally distributed across locales. With 47 states and three RIs for each locale, 141 RIs exit for each locale. For Suburb locales, only 6 of these 141 RIs in 5 states (CO, DE, IA, LA, MN) are less than 0.80. City locales have 16 failing RIs across 11 states (AL, AZ, HI, KY, ME, ND, NY, OH, OK, SD, WY). Thirty-four failing RIs exist in Rural locales in 21 states (AK, AZ, CO, DE, FL, GA, HI, IN, KS, MD, MI, MN, MT, NM, NV, NY, OR, TN, VA, WV, WY). Town locales have the greatest number of failing RIs with 58 across 31 states (AK, AZ, CA, CO, CT, DE, FL, GA, HI, ID, IL, KS, LA, MD, MN, MO, NC, ND, NE, NJ, NV, NY, OR, PA, SC, TN, TX, UT, VA, WA, WI). Clearly students in Rural or Town locales are more likely to be less proportionally represented than their Suburb and City counterparts. Of note, only Arkansas, Mississippi, and New Hampshire have no failing locale RIs, indicating proportional representation across all locales that identify students in their states. No clear pattern exits regarding RIs and Title I status schools by locale. However, Florida has failing RIs for all Town and Rural categories; Alaska, California, Nebraska, Pennsylvania, and Washington have failing RIs for all Town categories; and Maryland and Nevada have failing RIs for all Rural categories.

TABLE 9

Locale RIs Overall and by Title I Status Across the Nation and States in 2015–2016

State	Title Status	City	Suburb	Town	Rural
Nation	Overall	1.04	1.06	0.80	0.92
	Non-Title I	1.08	1.02	0.76	0.91
	Title I	1.05	1.01	0.90	0.96
AK	Overall	1.19	1.52	0.67	0.80
	Non-Title I	1.19	1.49	0.61	1.22
	Title I	1.25	1.28	0.72	0.51
AL	Overall	0.81	1.21	0.99	0.99
	Non-Title I	0.96	1.09	0.94	0.97
	Title I	0.77	1.16	1.06	1.03
AR	Overall	1.13	1.10	0.94	0.90
	Non-Title I	0.99	1.07	1.22	0.86
	Title I	1.15	1.09	0.93	0.90
AZ	Overall	1.07	1.01	0.56	0.93
	Non-Title I	0.77	1.73		0.64
	Title I	1.07	1.00	0.57	0.93
CA	Overall	1.09	0.96	0.70	0.87
	Non-Title I	1.07	0.98	0.61	0.80
	Title I	1.13	0.91	0.78	0.91
CO	Overall	1.09	0.97	0.78	0.95
	Non-Title I	1.13	0.93	0.81	1.01
	Title I	1.24	0.72	0.80	0.72
CT	Overall	1.10	0.95	0.55	1.15
	Non-Title I	1.10	0.94	0.20	1.16
	Title I	1.03	0.98	1.04	1.07
DE	Overall	1.35	0.95	0.36	1.51
	Non-Title I	1.37	0.61		2.22
	Title I	1.36	1.09	0.41	0.40
FL	Overall	1.05	1.08	0.52	0.68
	Non-Title I	1.06	1.04	0.48	0.72
	Title I	1.05	1.09	0.58	0.67
GA	Overall	1.01	1.14	0.75	0.85
	Non-Title I	1.30	1.09	0.72	0.74
	Title I	1.02	0.97	1.00	1.04
HI	Overall	0.75	0.93	1.50	0.74
	Non-Title I	0.82	1.02	0.74	2.05
	Title I	0.68	0.96	1.45	0.28
IA	Overall	1.10	0.78	0.90	1.07
	Non-Title I	1.20	0.67	0.93	1.07
	Title I	1.06	0.82	0.94	1.05
ID	Overall	1.12	1.11	0.79	1.00
	Non-Title I	1.16	0.85	0.95	0.76
	Title I	1.03	1.20	0.79	1.05
IL	Overall	1.06	0.97	1.00	1.08
	Non-Title I	1.31	0.88	0.36	0.90
	Title I	0.91	1.01	1.04	1.23

State	Title Status	City	Suburb	Town	Rural
	Overall	0.88	1.26	0.88	0.92
IN	Non-Title I	1.08	1.17	0.86	0.74
	Title I	0.87	1.17	0.98	1.01
	Overall	1.17	1.13	0.82	0.92
KS	Non-Title I	1.37	0.96	0.77	0.78
	Title I	1.08	1.09	0.90	0.99
	Overall	0.75	0.97	1.12	1.02
KY	Non-Title I	0.98	1.03	1.10	0.86
	Title I	0.74	0.89	1.14	1.04
	Overall	1.40	0.97	0.60	0.84
LA	Non-Title I	1.50	0.67	0.81	0.86
	Title I	1.29	1.06	0.66	0.84
	Overall	1.55	0.94	0.82	0.70
MD	Non-Title I	1.68	0.92	1.08	0.67
	Title I	1.33	1.00	0.39	0.55
	Overall	0.96	0.99	1.27	0.93
ME	Non-Title I	0.60	1.06	0.82	1.13
	Title I	1.00	0.93	1.33	0.91
	Overall	1.10	1.05	0.88	0.81
MI	Non-Title I	1.68	0.99	0.85	0.76
	Title I	1.00	0.97	1.15	0.86
	Overall	1.26	0.92	0.75	0.90
MN	Non-Title I	1.00	0.99	0.97	1.07
	Title I	1.47	0.70	0.62	0.68
	Overall	1.10	1.12	0.76	0.90
MO	Non-Title I	1.35	0.97	0.66	0.91
	Title I	0.98	1.15	0.84	0.94
	Overall	1.06	1.17	0.86	1.01
MS	Non-Title I	1.10	1.12	0.89	0.95
	Title I	1.14	0.97	0.88	1.03
	Overall	0.94	0.80	1.02	1.11
MT	Non-Title I	0.99		1.36	0.35
	Title I	0.92	0.80	0.97	1.21
	Overall	1.08	1.09	0.79	0.94
NC	Non-Title I	1.08	1.00	0.83	0.92
	Title I	1.03	0.89	0.95	1.05
	Overall	0.77	2.34	0.65	1.47
ND	Non-Title I	0.83	2.20	0.82	1.38
	Title I	0.58	2.53	0.55	1.67
	Overall	1.09	1.07	0.70	1.04
NE	Non-Title I	1.11	0.96	0.74	1.00
	Title I	0.98	0.86	0.77	1.37
	Overall	1.96	1.05	1.10	0.83
NH	Non-Title I		0.99		1.04
	Title I	1.97	1.07	1.11	0.80
	Overall	1.22	0.97	0.66	1.25
NJ	Non-Title I	4.69	0.92	0.94	2.05
	Title I	1.12	0.99	0.65	1.04

State	Title Status	City	Suburb	Town	Rural
	Overall	1.30	0.90	0.80	0.80
NM	Non-Title I	1.22	0.97	0.84	0.82
	Title I	1.31	0.90	0.83	0.75
	Overall	1.08	0.94	0.83	0.72
NV	Non-Title I	1.07	0.97	0.90	0.63
	Title I	1.05	0.98	0.58	0.75
	Overall	1.25	0.93	0.79	0.61
NY	Non-Title I	0.18		1.06	0.80
	Title I	1.18	1.01	0.71	0.66
	Overall	0.52	1.14	0.95	1.07
OH	Non-Title I	0.91	1.03	1.00	0.94
	Title I	0.54	1.13	1.00	1.13
	Overall	0.82	1.21	1.03	0.97
OK	Non-Title I	0.77	1.10	1.14	1.03
	Title I	0.83	1.16	1.06	0.97
	Overall	1.31	1.13	0.59	0.64
OR	Non-Title I	1.30	1.05	0.58	0.65
	Title I	1.19	1.11	0.82	0.80
	Overall	0.86	1.16	0.66	0.81
PA	Non-Title I	1.76	1.04	0.53	0.87
	Title I	0.90	1.17	0.75	0.81
	Overall	1.07	1.13	0.70	0.91
SC	Non-Title I	1.09	1.03	0.74	0.96
	Title I	1.01	0.98	1.02	1.00
	Overall	0.83		1.31	1.08
SD	Non-Title I	0.88		1.05	1.91
	Title I	0.29		1.76	0.85
	Overall	1.01	1.57	0.72	0.78
TN	Non-Title I	0.95	1.19	0.93	0.69
	Title I	1.07	1.38	0.80	0.89
	Overall	1.14	0.97	0.77	0.85
TX	Non-Title I	1.20	0.94	0.61	0.83
	Title I	1.16	0.90	0.86	0.87
	Overall	0.83	1.06	0.93	0.92
UT	Non-Title I	0.81	1.04	1.06	0.96
	Title I	0.94	1.11	0.47	0.91
	Overall	1.01	1.19	0.74	0.73
VA	Non-Title I	1.05	1.14	0.78	0.74
	Title I	1.06	1.16	0.85	0.81
	Overall	1.06	1.11	0.67	0.82
WA	Non-Title I	1.13	1.06	0.58	0.81
	Title I	1.02	1.13	0.72	0.83
	Overall	0.86	1.25	0.98	0.85
WI	Non-Title I	0.87	1.10	1.18	0.84
	Title I	0.86	1.40	0.78	0.85
	Overall	1.51	1.03	0.88	0.79
WV	Non-Title I	1.53	0.95	0.93	0.75
	Title I	1.27	0.89	0.91	0.98

State	Title Status	City	Suburb	Town	Rural
	Overall	0.46	0.82	1.38	0.82
WY	Non-Title I	0.32		1.48	0.96
	Title I	1.12	0.98	1.20	0.64

Note. States in bold have mandates regarding the identification and service of students with gifts and talents. Highlighted numbers indicate failing RIs for the locale.
Note. Because fewer than 5% of their students have access to identification, the District of Columbia, Massachusetts, Rhode Island, and Vermont are not included in this table.

Additional examination of RIs across locales by race over three waves of data revealed consistent patterns of underrepresentation since 2011–2012, with Black, Latinx, and NHPI students underrepresented across all locales and AIAN students underrepresented in City and Suburb locales. In general, RIs are lower for all races, except for AIAN and Asian students in Town and Rural locales. These results are depicted in Figures 6, 7, and 8.

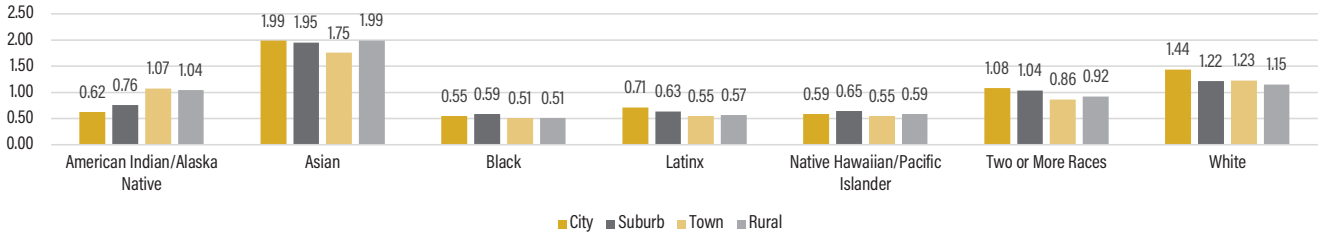

FIGURE 6. National Representation Indices by Locale and Race 2015–2016

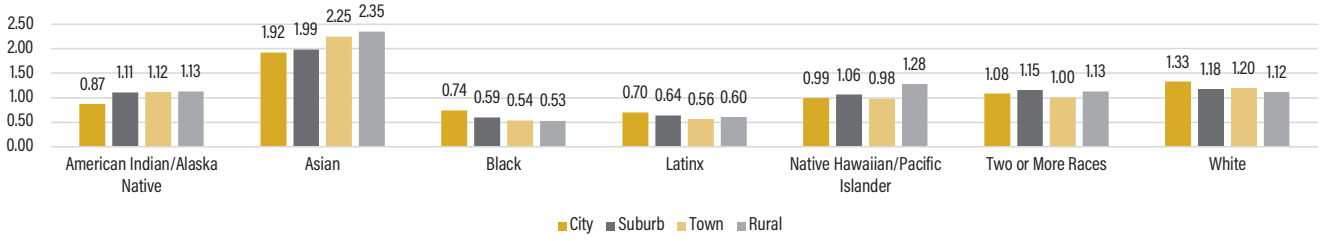

FIGURE 7. National Representation Indices by Locale and Race 2013–2014

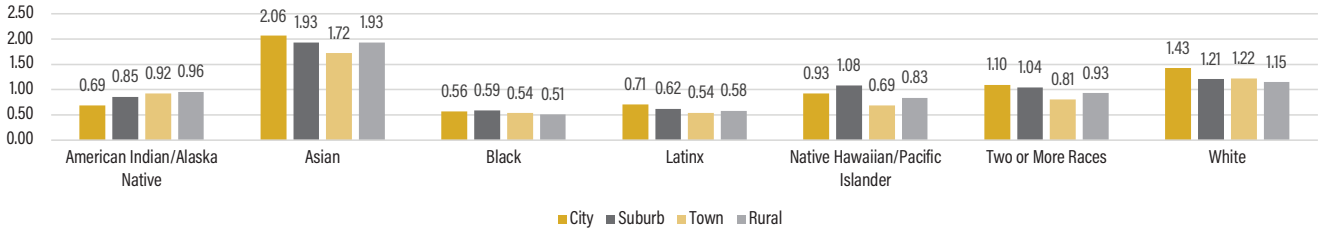

FIGURE 8. **National Representation Indices by Locale and Race 2011–2012**

Title and Non-Title by Race

Key Findings

- Students from AIAN, Black, Latinx, and NHPI racial groups are underidentified across the country with a few exceptions
    - AIAN youth have passing RI in 8 states among all schools, and 9 states among Non-Title I schools, and 9 states among Title I Schools. Most promising representation exists in North Dakota, Oklahoma, and Wyoming.
    - Black youth have passing RI in 4 states among all schools, and 2 states among Non-Title I schools, and 6 states among Title I. Arkansas and Maryland show some promise in representation
    - Latinx youth have passing RI in 2 states among all schools, and 2 states among Non-Title I schools, and 6 states among Title I. Florida, Texas, California, and Colorado have passing RIs for Latinx youth.
    - NHPI youth have passing RI in 20 states among all schools, and 16 states among Non-Title I schools, and 20 states among Title I. Of these passing RIs, only Utah, California, Nevada, and North Dakota have significant populations of NHPI students.
    - Of concern is poor RI in states with large percentages of underserved youth, for example, South Dakota and Alaska for AIAN youth; Georgia, North Carolina, Alabama, and Mississippi for Black youth; New Mexico, Arizona, and Washington for Latinx youth; and Hawaii for NHPI youth.

Using representation indices, we examined representation by Title I school status and race to determine whether different racial groups are well or underrepresented in schools that identify youth with gifts and talents. This is unique, as previous analyses included all schools in the nation or state to calculate representation indices (Ford, 2014; Peters, Gentry, Whiting, & McBee, 2019; Yoon & Gentry, 2009). Because we determined access and equity of access

as described above, we chose to focus on only the schools in which students are identified to examine and discuss underrepresentation. Students who attend schools that do not identify students with gifts and talents together with students who are underidentified in schools that do identify students with gifts and talents comprise what we term *missing students* in the next section.

Figures 9 through 15 depict summaries of RIs as graded on the state report cards for schools overall, and by Title I status. These summaries are visually shocking, as they show the stark differences between represented and underrepresented populations and the extent of underrepresentation of students who are AIAN, Black, Latinx, and NHPI contrasted with the extent of well-representation of students who are Asian and White. Among the 47 states included in these analyses, RIs for Black and Latinx youth received failing grades overall in 43 and 45 states respectively, Non-Title I in 45 states, and in Title I in 41 states. For AIAN youth, 39 states overall and 38 states in each Title I category received failing grades for equitable representation. Similarly, for NHPI youth, overall 27 states received failing RI grades, and in Non-Title I schools, 31 states received failing grades, followed by 27 failing grades in Title I schools. Contrasted with these dismal findings are the numbers of passing grades for RIs of Asian and White students with 47 of 47 states overall receiving grades of A's for each race. For Non-Title I schools, RIs for Asian and White students received a grade of A in 45 and 46 states, respectively. Title I schools in 46 states received A's for representation. In all, for these two races only Montana and North Dakota received failing grades for RIs below 0.80 for Asian students. Finally, results were somewhat mixed for students identified as Two or More Races, with A's awarded for equity Overall, Non-Title I, and Title I schools in 20, 22, and 21 states, respectively, and F's for the same categories in 13, 15, and 18 states.

To dive a little deeper into these findings, we examined the states that contain the largest proportion of AIAN, Black, Latinx, and NHPI students among schools that identify students, because it could be argued that it matters more in states where larger proportions of students exist. The top 10 states in terms of percentage of the population attending schools that identify students were identified for each of the underserved racial groups. For indigenous youth, North Dakota, Wyoming, and Oklahoma received A's for proportional representation of AIAN youth and Utah, California, and Nevada received passing grades (B, C, D, respectively) for proportional representation. Other states received F's. Consistent with the large number of F's for Black and Latinx proportionality, the top 10 states received F's except for Florida and Texas, which received a C and a D, respectively, for their RIs for Latinx youth. These states are denoted in bold typeface in Figures 9 through 15.

Although we recognize that intersectionality is an issue, we did not calculate RIs across Title status, Locale, and Race due to small cell sizes which make RIs unstable (Hulley, Cummings & Browner, 2013).

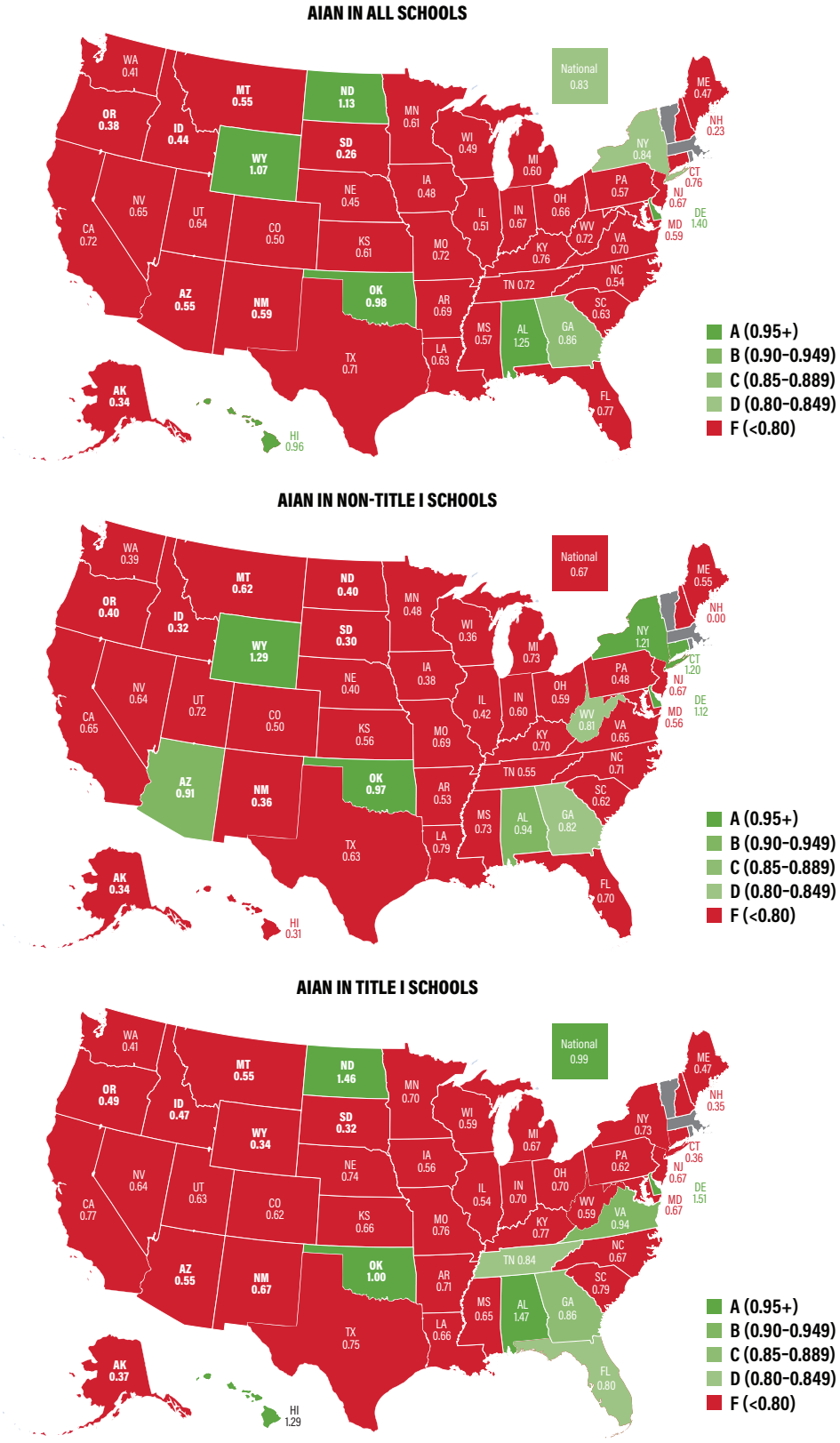

FIGURE 9. AIAN Youth Representation Indices (RIs) in All, Non-Title I, and Title I Schools by State in 2015–2016

Note. Bold typeface denotes the 10 states with the largest percentage of AIAN youth attending school that identify students with gifts and talents.
Note. Because fewer than 5% of their students have access to identification, the District of Columbia, Massachusetts, Rhode Island, and Vermont are not included in this table.

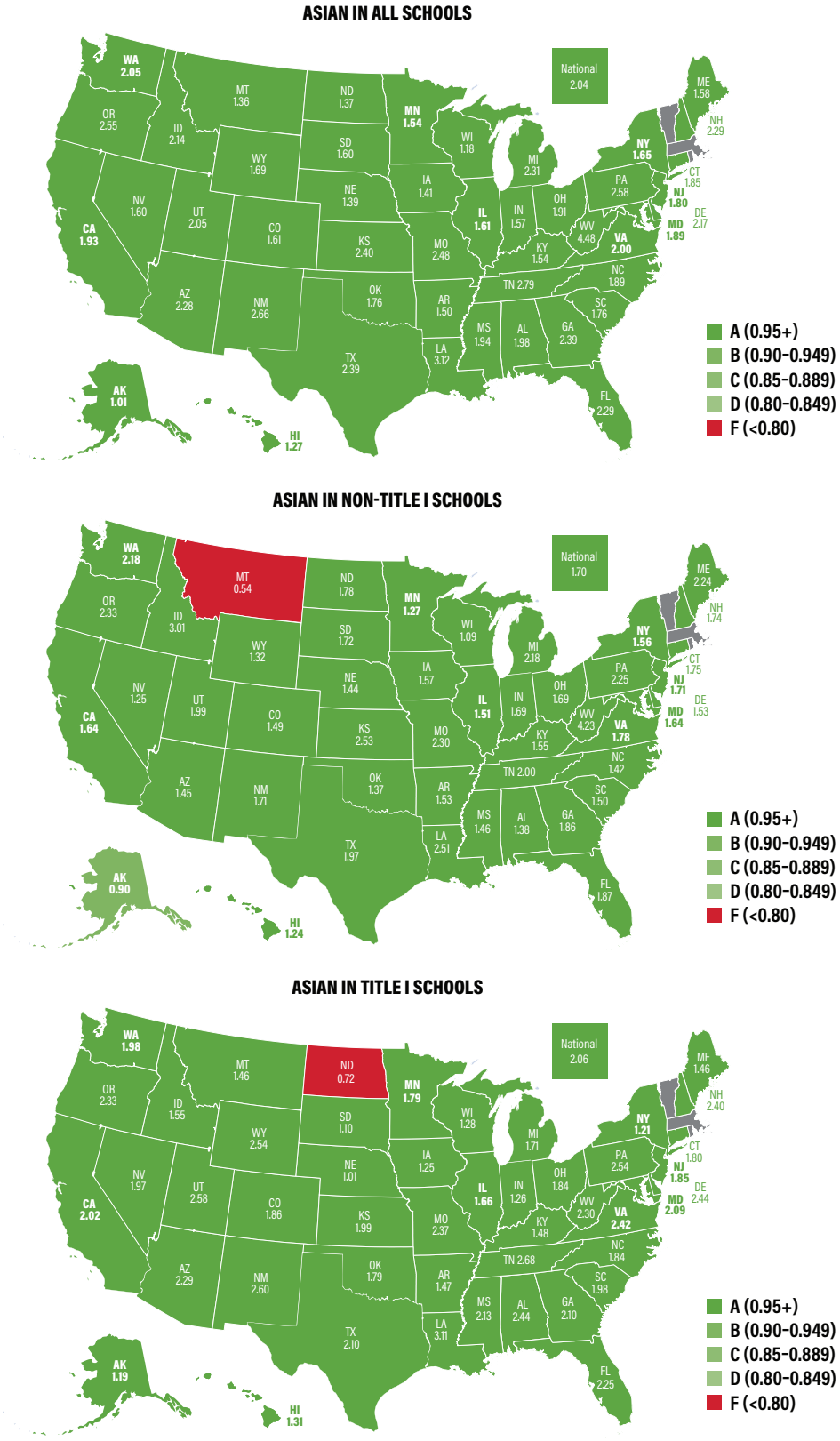

FIGURE 10. ***Asian Youth Representation Indices (RIs) in All, Non-Title I, and Title I Schools by State in 2015-2016***

Note. Bold typeface denotes the 10 states with the largest percentage of Latinx youth attending school that identify students with gifts and talents.
Note. Because fewer than 5% of their students have access to identification, the District of Columbia, Massachusetts, Rhode Island, and Vermont are not included in this table.

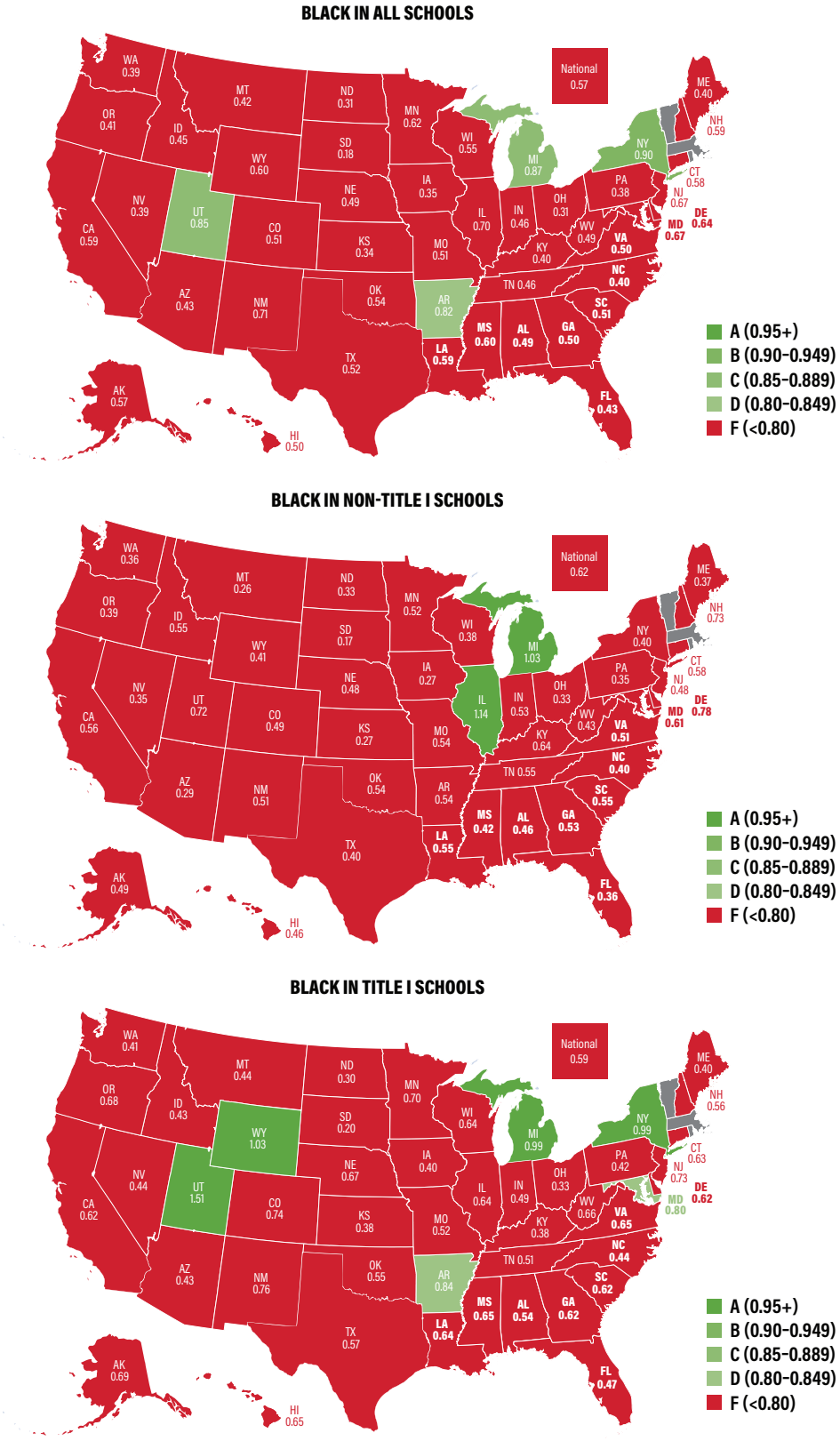

FIGURE 11. ***Black Youth Representation Indices (RIs) in All, Non-Title I, and Title I Schools by State in 2015–2016***

Note. Bold typeface denotes the 10 states with the largest percentage of Black youth attending school that identify students with gifts and talents.
Note. Because fewer than 5% of their students have access to identification, the District of Columbia, Massachusetts, Rhode Island, and Vermont are not included in this table.

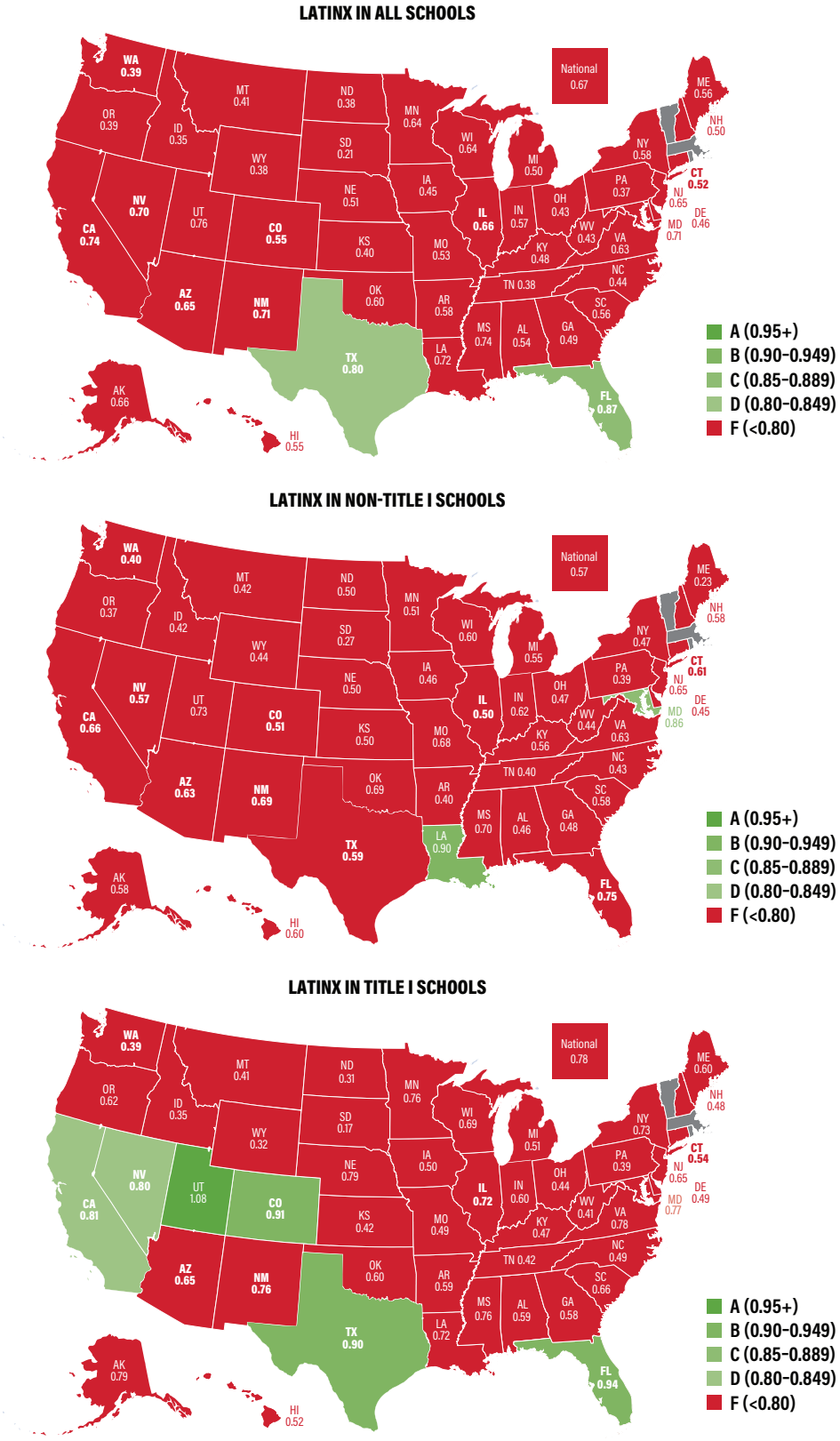

FIGURE 12. ***Latinx Youth Representation Indices (RIs) in All, Non-Title I, and Title I Schools by State in 2015-2016***

Note. Bold typeface denotes the 10 states with the largest percentage of Latinx youth attending school that identify students with gifts and talents.
Note. Because fewer than 5% of their students have access to identification, the District of Columbia, Massachusetts, Rhode Island, and Vermont are not included in this table.

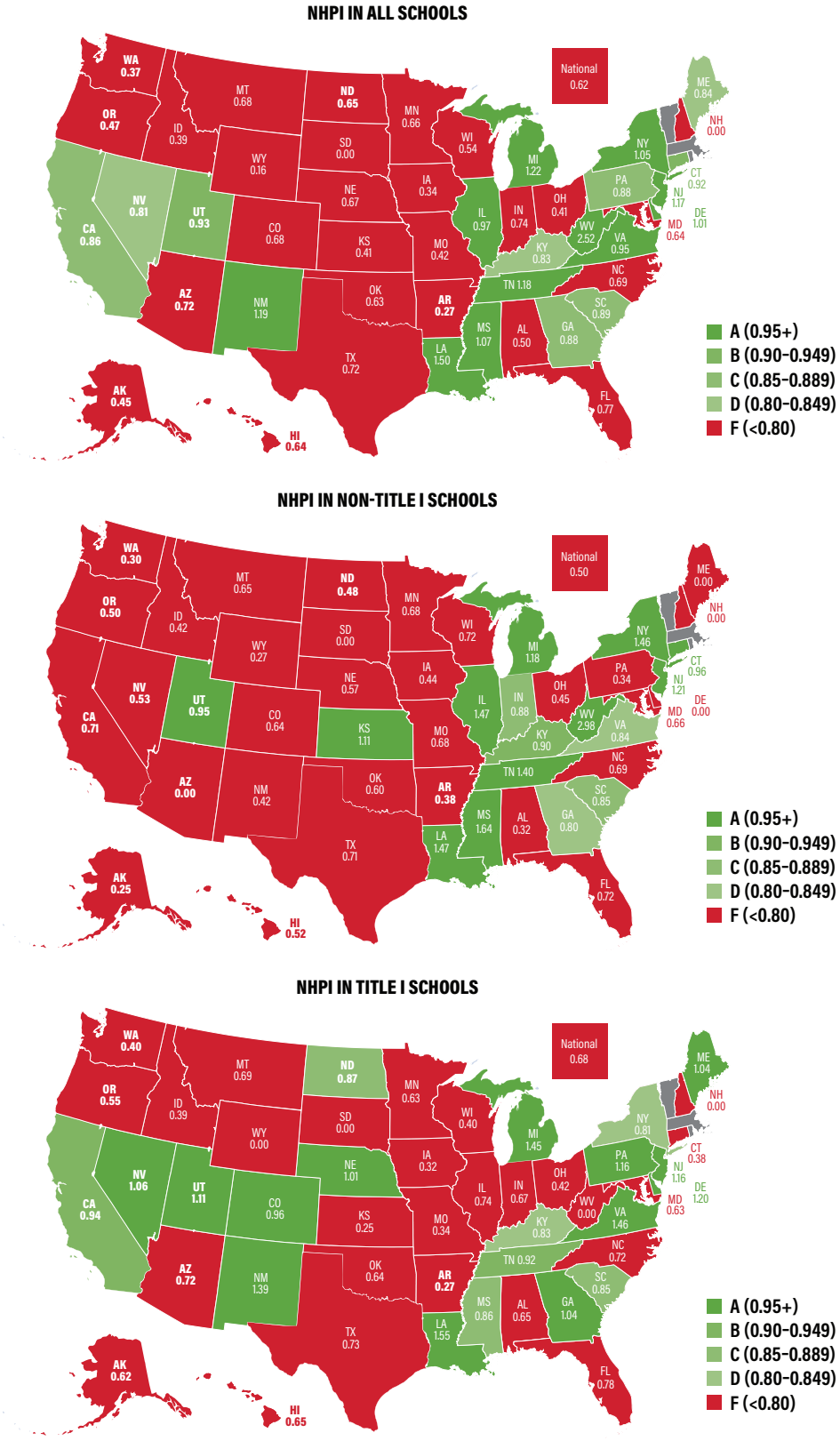

FIGURE 13. ***NHPI Youth Representation Indices (RIs) in All, Non-Title I, and Title I Schools by State in 2015-2016***

Note. Bold typeface denotes the 10 states with the largest percentage of NHPI youth attending school that identify students with gifts and talents.
Note. Because fewer than 5% of their students have access to identification, the District of Columbia, Massachusetts, Rhode Island, and Vermont are not included in this table.

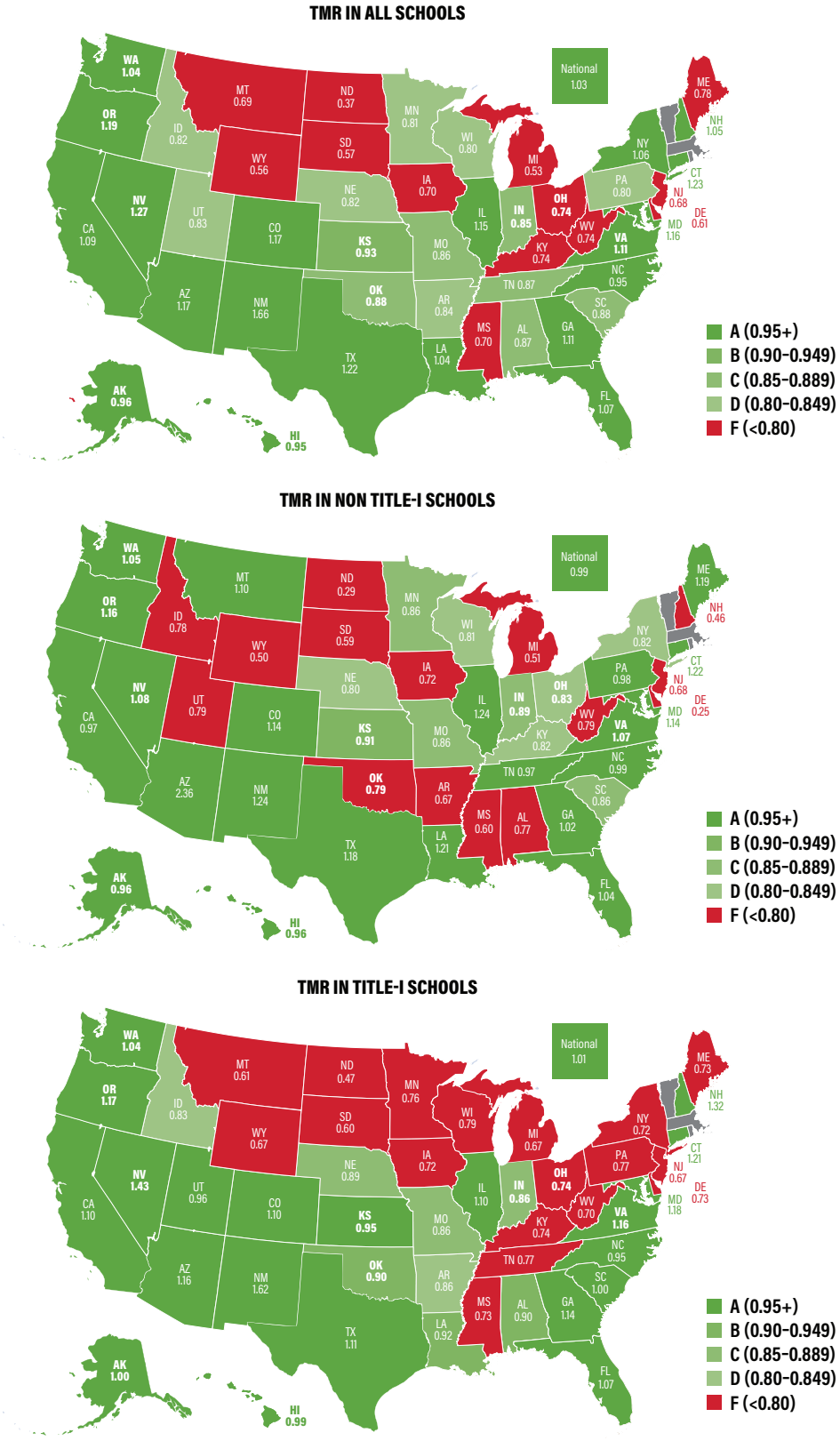

FIGURE 14. **TMR Youth Representation Indices (RIs) in All, Non-Title I, and Title I Schools by State in 2015–2016**

Note. Bold typeface denotes the 10 states with the largest percentage of TMR youth attending school that identify students with gifts and talents.
Note. Because fewer than 5% of their students have access to identification, the District of Columbia, Massachusetts, Rhode Island, and Vermont are not included in this table.

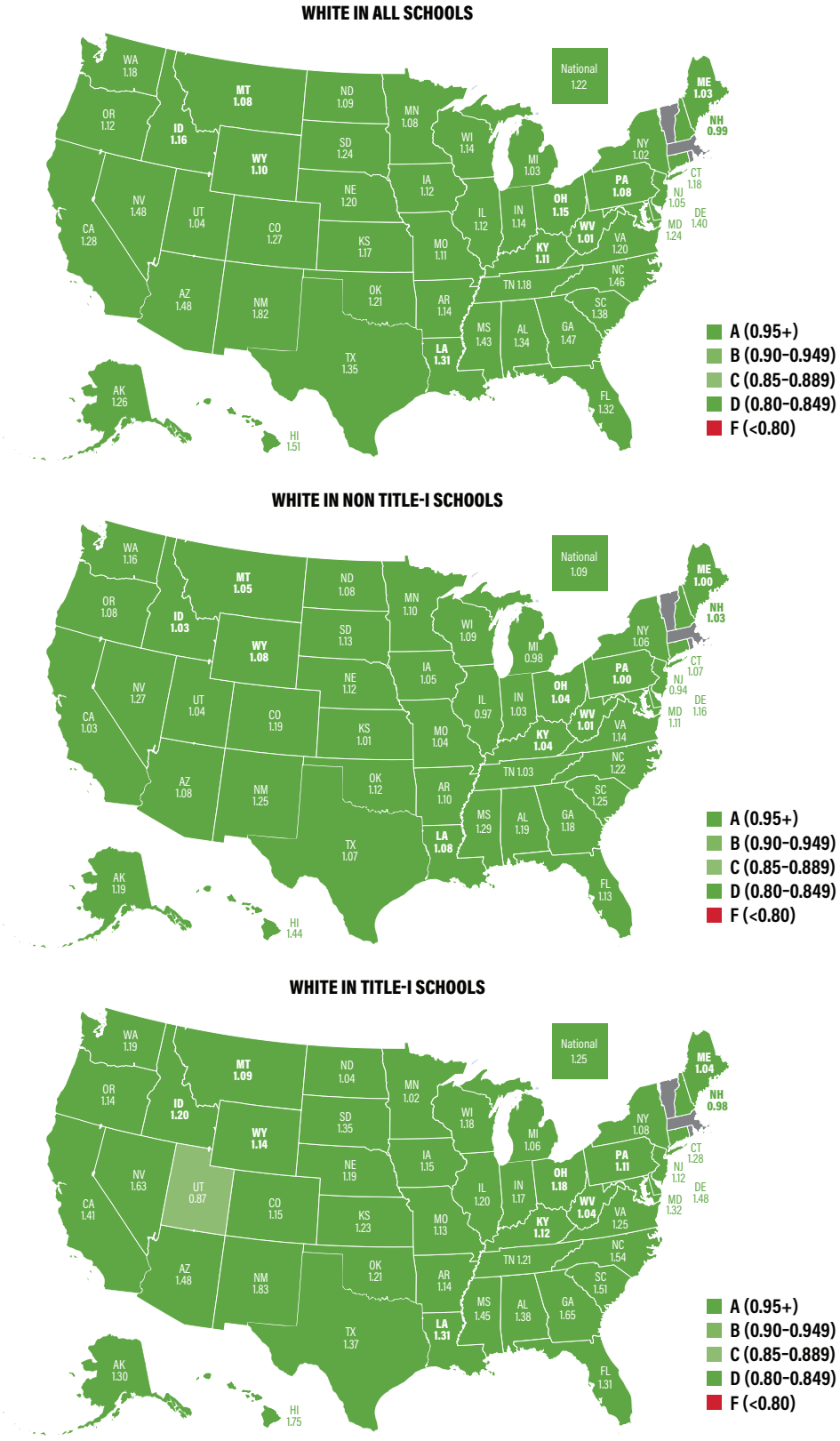

FIGURE 15. ***White Youth Representation Indices (RIs) in All, Non-Title I, and Title I Schools by State in 2015-2016***

Note. Bold typeface denotes the 10 states with the largest percentage of White youth attending school that identify students with gifts and talents.
Note. Because fewer than 5% of their students have access to identification, the District of Columbia, Massachusetts, Rhode Island, and Vermont are not included in this table.

Missingness: Estimated Numbers of Children Missing From Gifted Identification Through Lack of Access and Underidentification[3]

Key Findings

- At the upper boundary more students are missing from gifted education identification than are identified (3.6 million missing and 3.2 million identified)
- Missingness occurs when students attend schools where identification does not occur or when they attend schools where they are underidentified.
- The percentage of missing students from each racial group are as follows:

    - Black—63% to 74% missing
    - NHPI—59% to 72% missing
    - Latinx—53% to 66% missing
    - AIAN—48% to 63% missing
    - TMR—29% to 49% missing
    - White—29% to 42% missing
    - Asian—20% to 26% missing

In the state report cards, we reported estimated numbers of missing children nationally and for each state. As described in the state report card methods section, we used data from each state on the percentage of students identified with gifts and talents on average for a lower boundary estimate and the percentage of students identified with gifts and talents in Non-Title I schools for an upper boundary estimate. We applied these percentages to the population of students in each state who attend schools that do not identify students with gifts and talents (those without access) and to those who are underidentified in schools that identify to determine in each state an estimated range of the number of students missing from gifted identification overall and by race.

In the report cards, we reported the data in raw numbers to emphasize the extent to which individual students are missing and to draw attention to those numbers especially from the

3 Additional supporting data on Equity, as referenced in the National Report Card narrative, are contained in Appendix J.

different racial groups. Then we calculated percentages of students missing at lower and upper boundaries, in general and by race to enable comparisons among states concerning the magnitude of missingness. Specifically, as described in detail in the State Report Card Methods, we divided the number of students identified with gifts and talents by that same number plus the number missing at the lower boundary, then we repeated this procedure using the upper boundary estimate of missing students. The two resulting ratios when subtracted from 1 then multiplied by 100 provide a range of lower to upper boundary missing students. A percentage of 100% would indicate all students are missing from identification, a percentage of 25% would indicate 25% missing students. For example, in Alaska the percentage of missing AIAN students at the lower boundary was 89% and at the upper boundary was 90%, meaning that between 89% and 90% of AIAN youth in Alaska are missing from gifted identification.

Figures 16 through 22 depict the stark realities of missingness across the country. Some states, such as Massachusetts, Michigan, New Hampshire, New York, Rhode Island, Vermont, and the District of Columbia, have so few schools with youth identified as gifted that their missingness estimates equal or approach 100% for most racial groups. Each figure has a line drawn at 20%, which is "passing" by our scale, meaning 20% or fewer missing students is approaching acceptable. However, for children who are AIAN, Black, Latinx, NHPI, and TMR, missingness is excessive across all or most states. For AIAN youth, only Alabama, Georgia, and Oklahoma have fewer than 20% missing at the lower boundary (all of these states exceed 20% missing at the upper boundary). Of particular concern, with the exception of Oklahoma, states that contain a large percentage of AIAN youth tend to have disproportionate numbers of missing AIAN students as gifted. The top 10 states by percentage of population are Alaska, Oklahoma, Montana, South Dakota, New Mexico, North Dakota, Arizona, Wyoming, Minnesota, and Idaho, and 9 of these states are missing on average 70% of their AIAN gifted youth.

None of the 50 states and the District of Columbia have fewer than 20% of Black and Latinx youth missing for a passing grade. For Black youth, only Alaska, Arkansas, New Mexico, and Oklahoma have fewer than 50% missing. And of these 4 states, only Arkansas has a large population of Black youth, comprising 20.29% of its school enrollment. These results are shocking and leave little doubt about race being an issue when it comes to identifying students with gifts and talents.

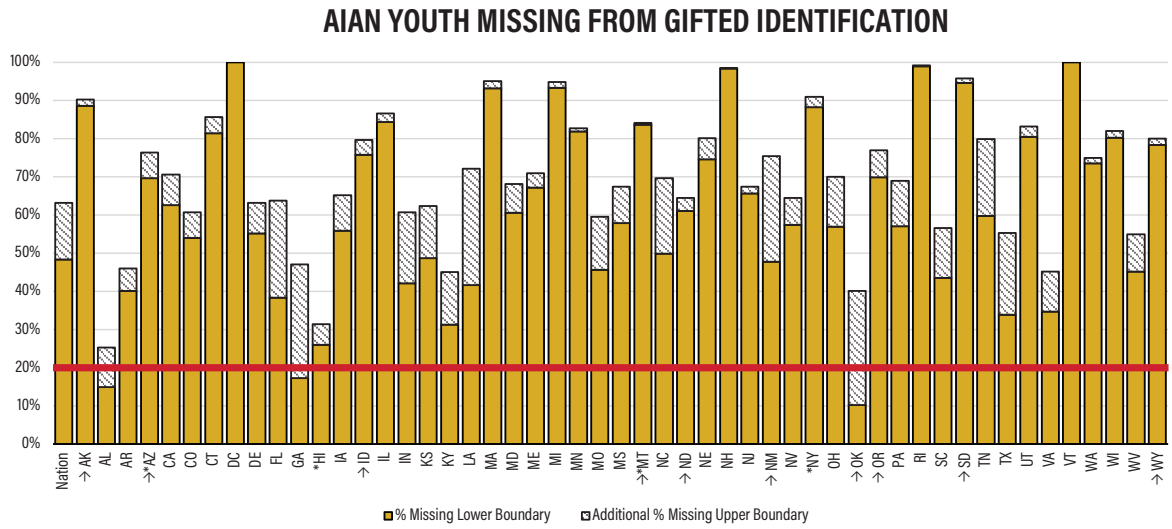

FIGURE 16. **AIAN Youth Missing From Gifted Education Identification by State, Lower to Upper Boundary Estimates in 2015–2016**

Note. * In these states the state average identification rate is higher than the state average Non-Title I school identification. In these cases, the bars for % Missing Lower Boundary and the Additional % Missing Upper Boundary are reversed. → These states have the 10 largest proportions of AIAN students in their student enrollment among schools that identify students with gifts and talents.

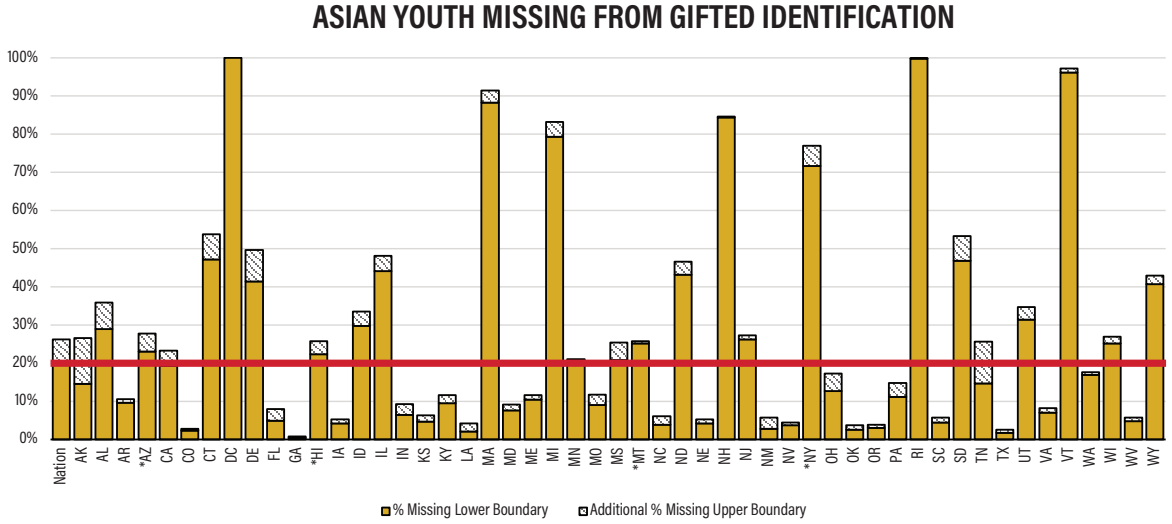

FIGURE 17. **Asian Youth Missing From Gifted Education Identification by State, Lower to Upper Boundary Estimates in 2015–2016**

Note. * In these states the state average identification rate is higher than the state average Non-Title I school identification. In these cases, the bars for % Missing Lower Boundary and the Additional % Missing Upper Boundary are reversed.

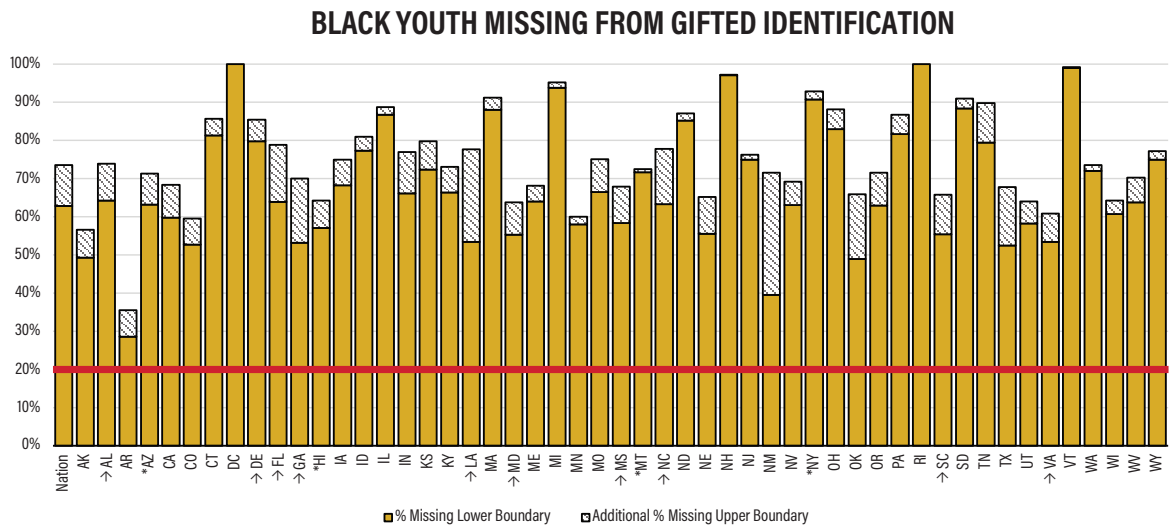

FIGURE 18. **Black Youth Missing From Gifted Education Identification by State, Lower to Upper Boundary Estimates in 2015–2016**

Note. * In these states, the state average identification rate is higher than the state average Non-Title I school identification. In these cases, the bars for % Missing Lower Boundary and the Additional % Missing Upper Boundary are reversed.
→ These states have the 10 largest proportions of Black students in their student enrollment among schools that identify students with gifts and talents.

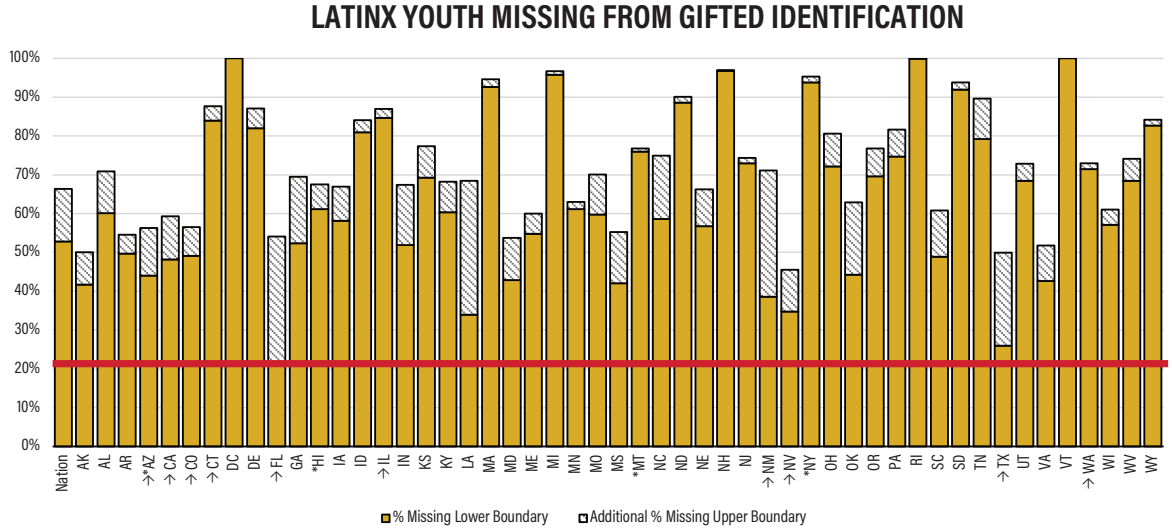

FIGURE 19. **Latinx Youth Missing From Gifted Education Identification by State, Lower to Upper Boundary Estimates in 2015–2016**

Note. *In these states, the state average identification rate is higher than the state average Non-Title I school identification. In these cases, the bars for % Missing Lower Boundary and the Additional % Missing Upper Boundary are reversed.
→ These states have the 10 largest proportions of Latinx students in their student enrollment among schools that identify students with gifts and talents.

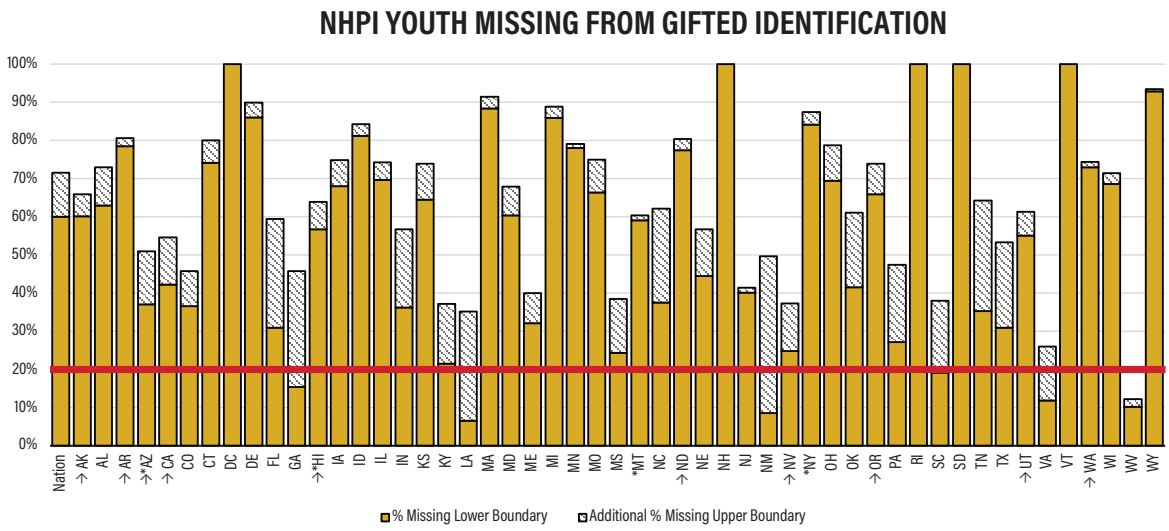

FIGURE 20. **NHPI Youth Missing From Gifted Education Identification by State, Lower to Upper Boundary Estimates in 2015–2016**

Note. * In these states, the state average identification rate is higher than the state average Non-Title I school identification. In these cases, the bars for % Missing Lower Boundary and the Additional % Missing Upper Boundary are reversed. → These states have the 10 largest proportions of NHPI students in their student enrollment among schools that identify students with gifts and talents.

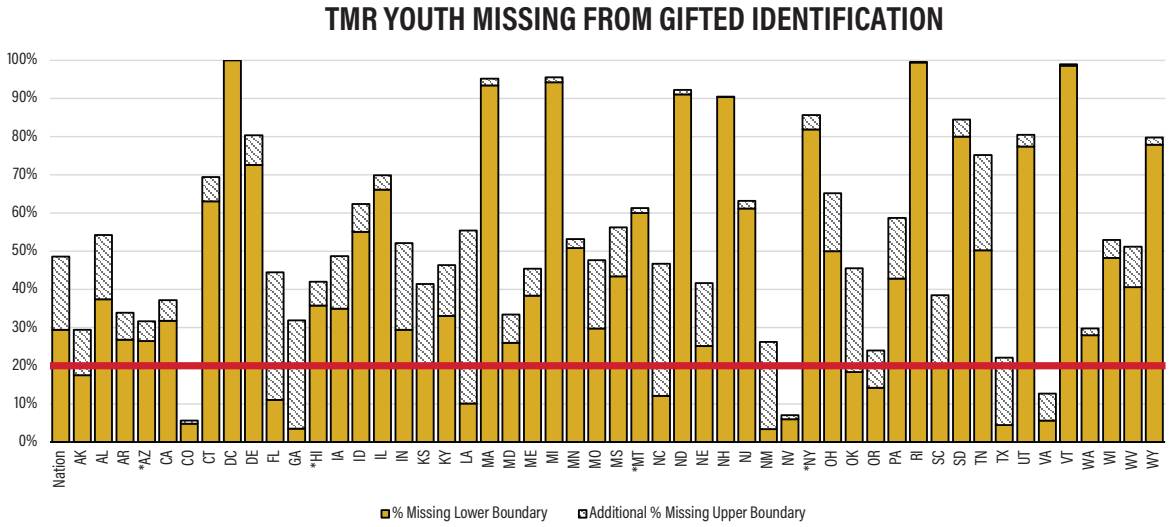

FIGURE 21. **TMR Youth Missing From Gifted Education Identification by State, Lower to Upper Boundary Estimates in 2015–2016**

Note. * In these states, the state average identification rate is higher than the state average Non-Title I school identification. In these cases, the bars for % Missing Lower Boundary and the Additional % Missing Upper Boundary are reversed.

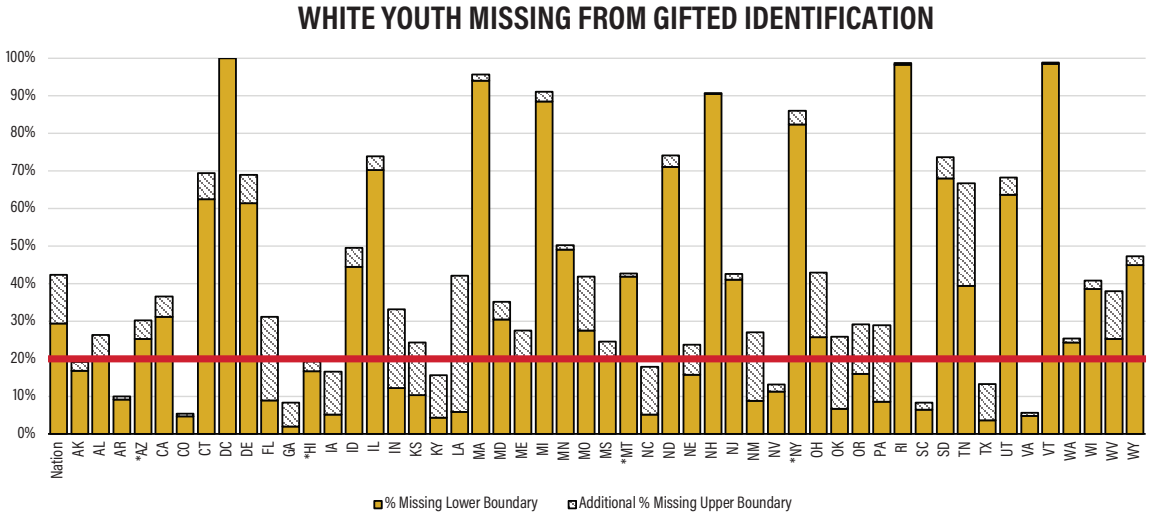

FIGURE 22. **White Youth Missing From Gifted Education Identification by State, Lower to Upper Boundary Estimates in 2015–2016**

Note. * In these states, the state average identification rate is higher than the state average Non-Title I school identification. In these cases, the bars for % Missing Lower Boundary and the Additional % Missing Upper Boundary are reversed.

Relationship Between Access and Equity Examined

Students who attend schools in low-income neighborhoods and/or schools in Town and Rural locales face additional challenges regarding access to and equity in gifted education. Additionally, students who are AIAN, Black, or Latinx face underrepresentation across the country despite relatively equal access to programs. To investigate the relationship between access and equity, we graphed equity ratios and representation indices by race for each state. These results are shown in Figures 23 through 29. These figures contain red lines at 0.80 (passing) and green lines at 0.95 (equitable) to place the states in quadrants and illustrate the intersection of access and equity. As clearly shown in these figures, opposite trends exist between underrepresented and well-represented groups, and access is not a major factor in the underrepresentation of these youth.

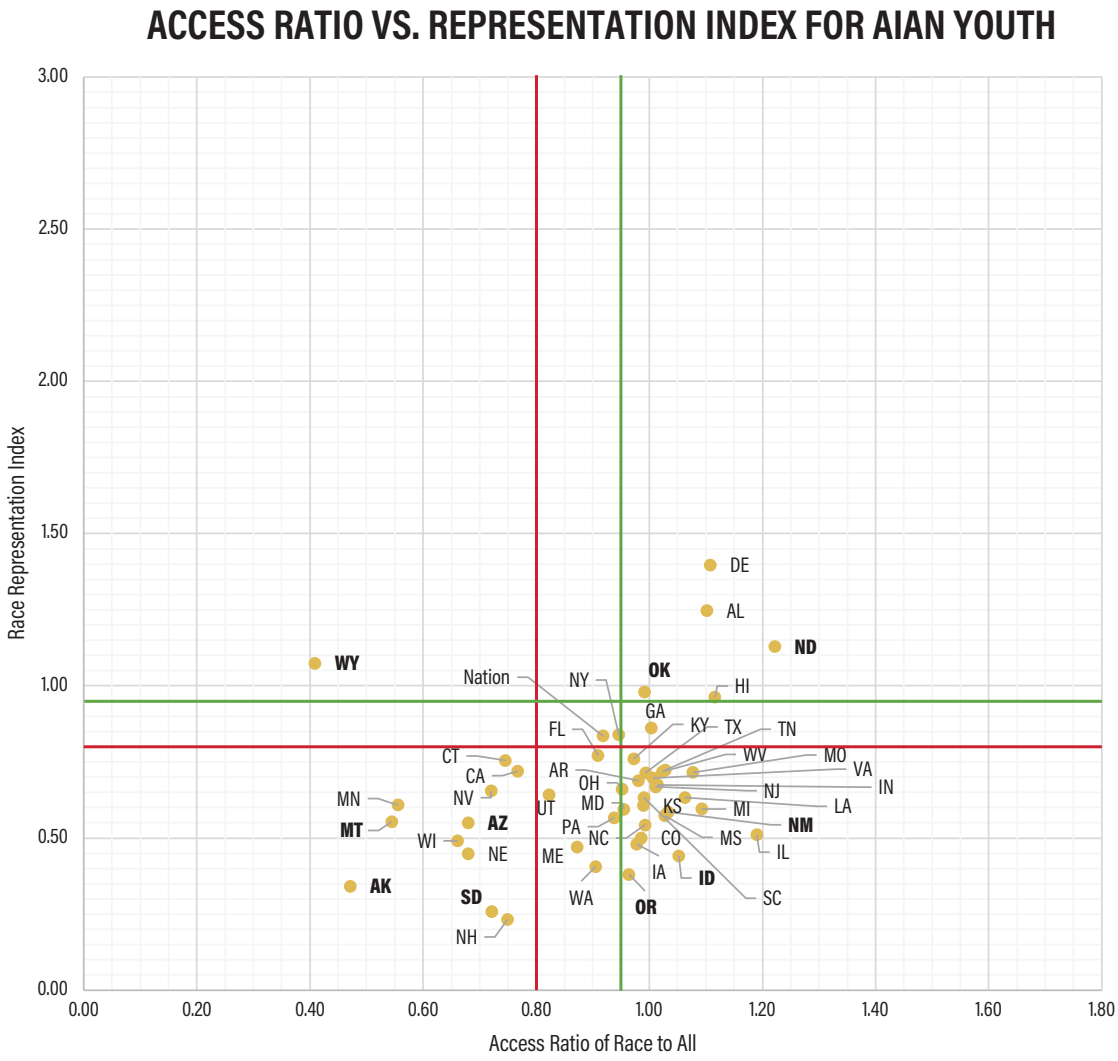

FIGURE 23. **Access Ratios and Representation Indices for AIAN Youth by State in 2015–2016**

Note. Bold typeface denotes the 10 states with the largest percentage of AIAN youth attending schools that identify students with gifts and talents.

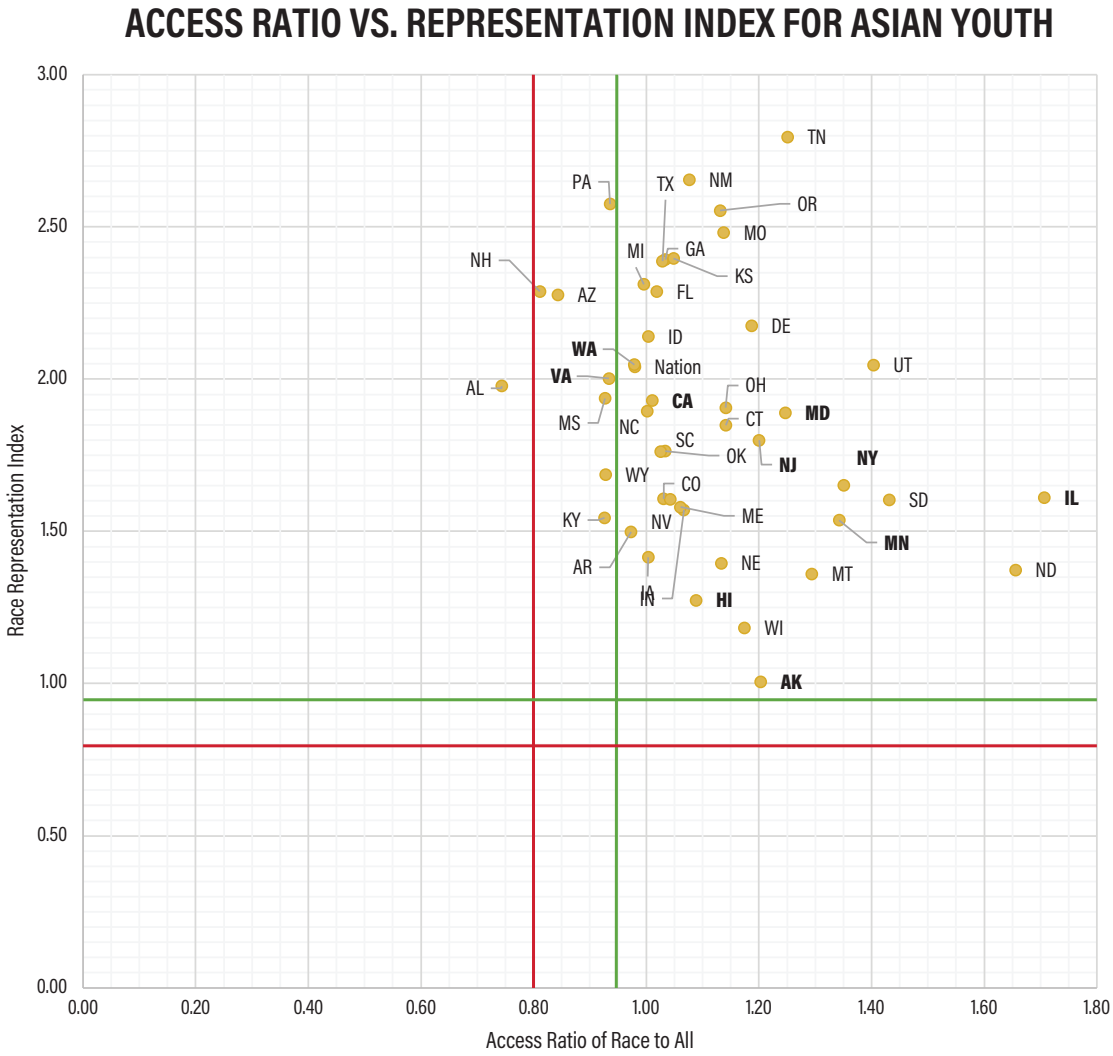

FIGURE 24. **Access Ratios and Representation Indices for Asian Youth by State in 2015–2016**

Note. Bold typeface denotes the 10 states with the largest percentage of Asian youth attending schools that identify students with gifts and talents.

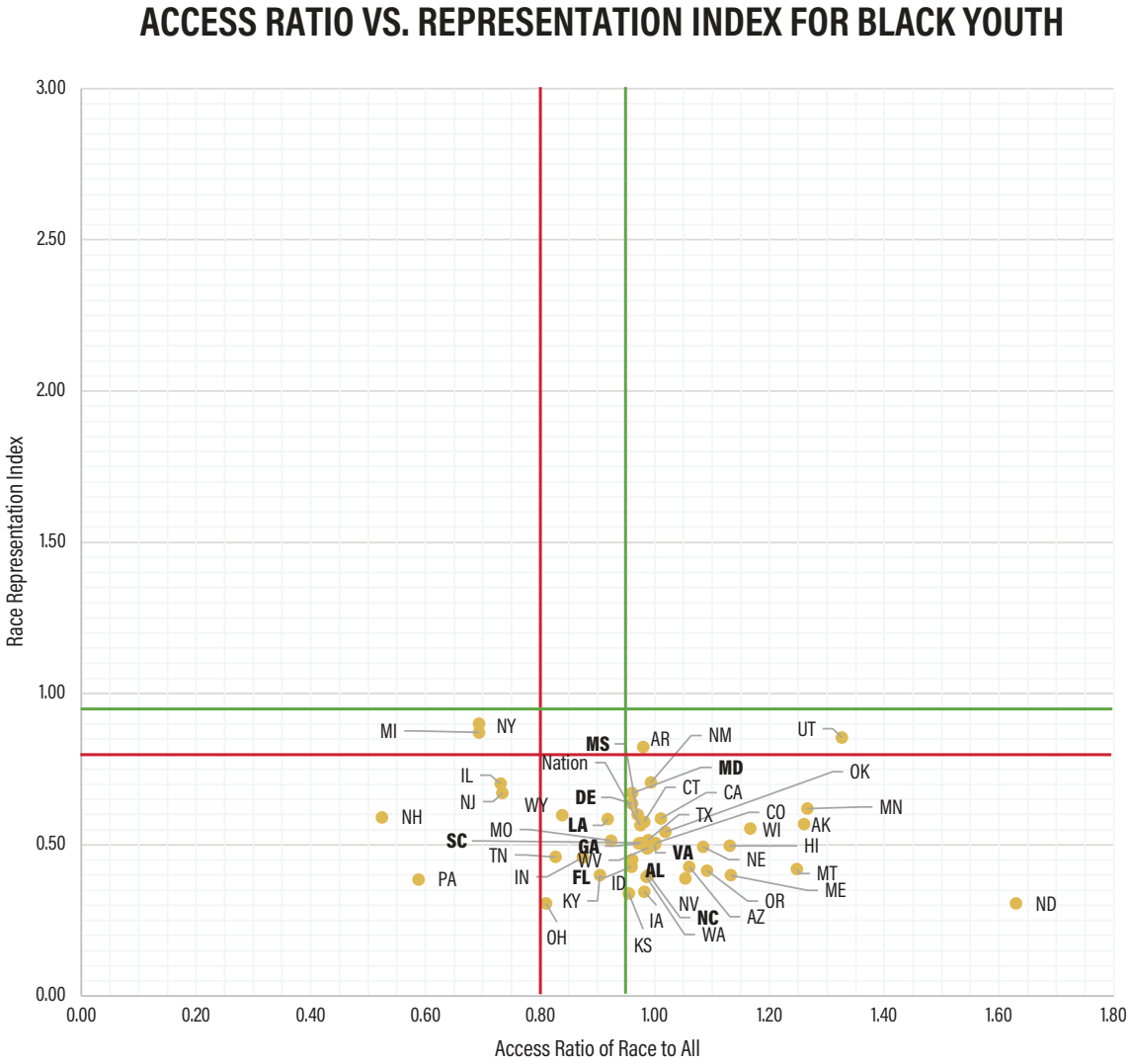

FIGURE 25. **Access Ratios and Representation Indices for Black Youth by State in 2015–2016**

Note. Bold typeface denotes the 10 states with the largest percentage of Black youth attending schools that identify students with gifts and talents.

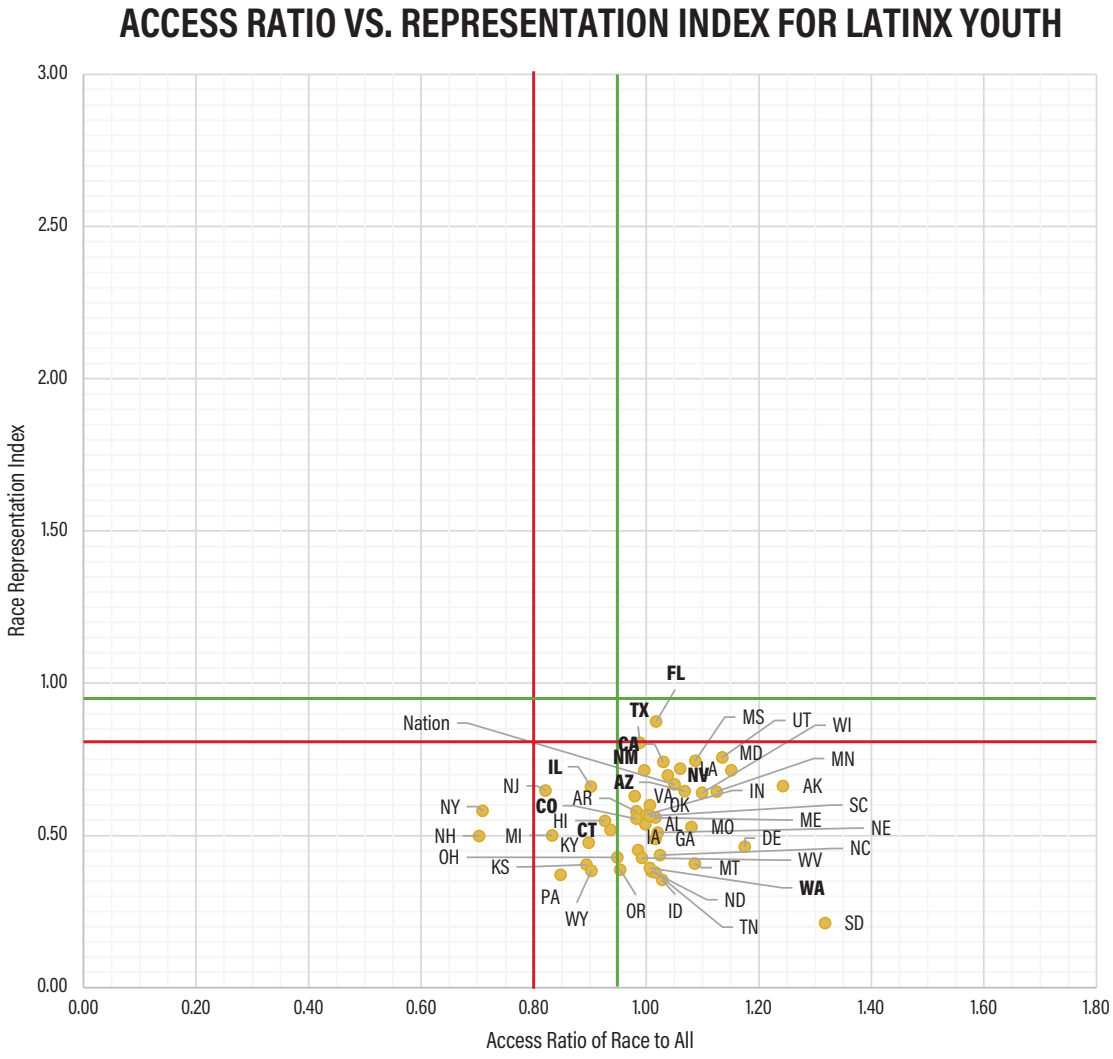

FIGURE 26. **Access Ratios and Representation Indices for Latinx Youth by State in 2015–2016**

Note. Bold typeface denotes the 10 states with the largest percentage of Latinx youth attending schools that identify students with gifts and talents.

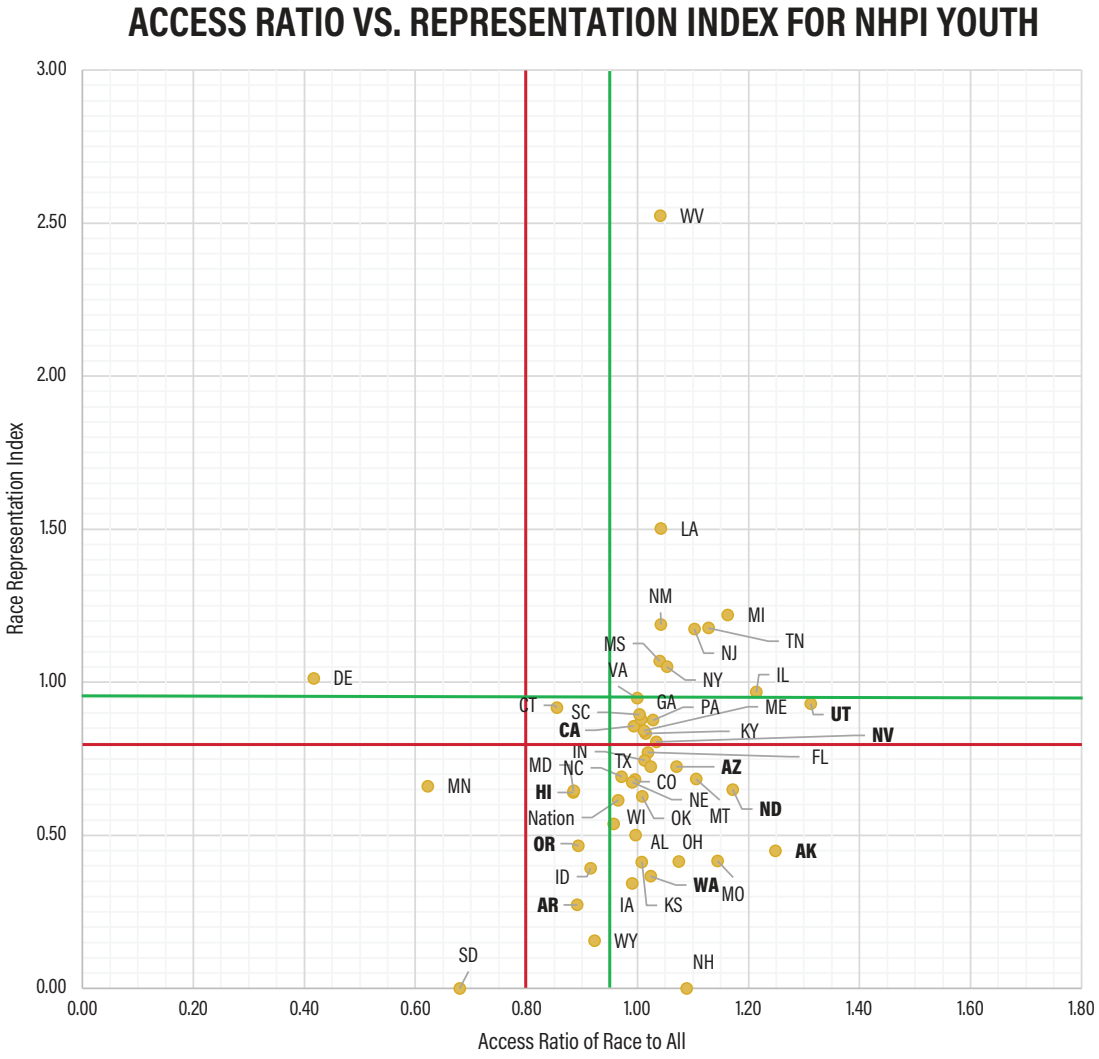

FIGURE 27. **Access Ratios and Representation Indices for NHPI Youth by State in 2015–2016**

Note. Bold typeface denotes the 10 states with the largest percentage of NHPI youth attending schools that identify students with gifts and talents.

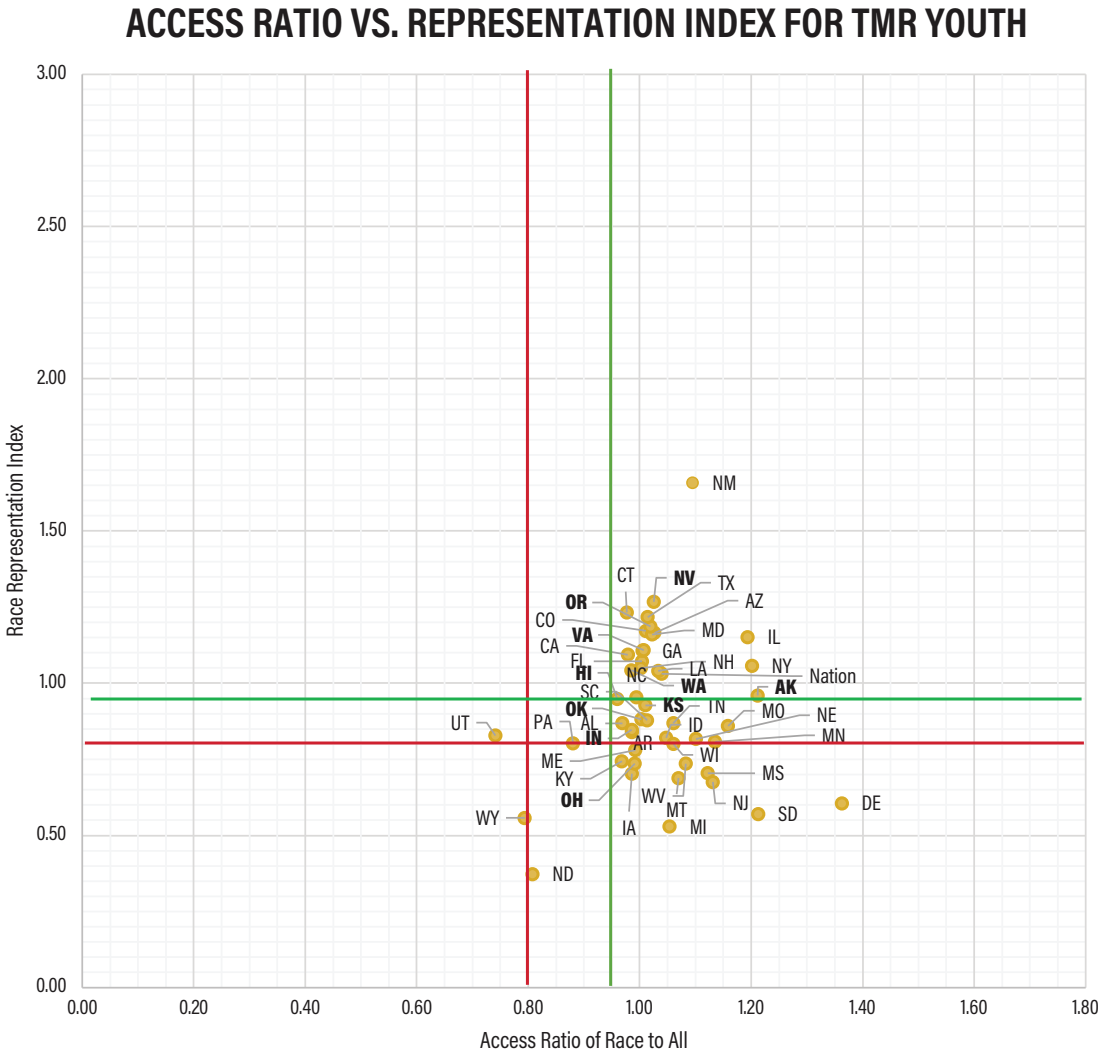

FIGURE 28. **Access Ratios and Representation Indices for TMR Youth by State in 2015–2016**

Note. Bold typeface denotes the 10 states with the largest percentage of TMR youth attending schools that identify students with gifts and talents.

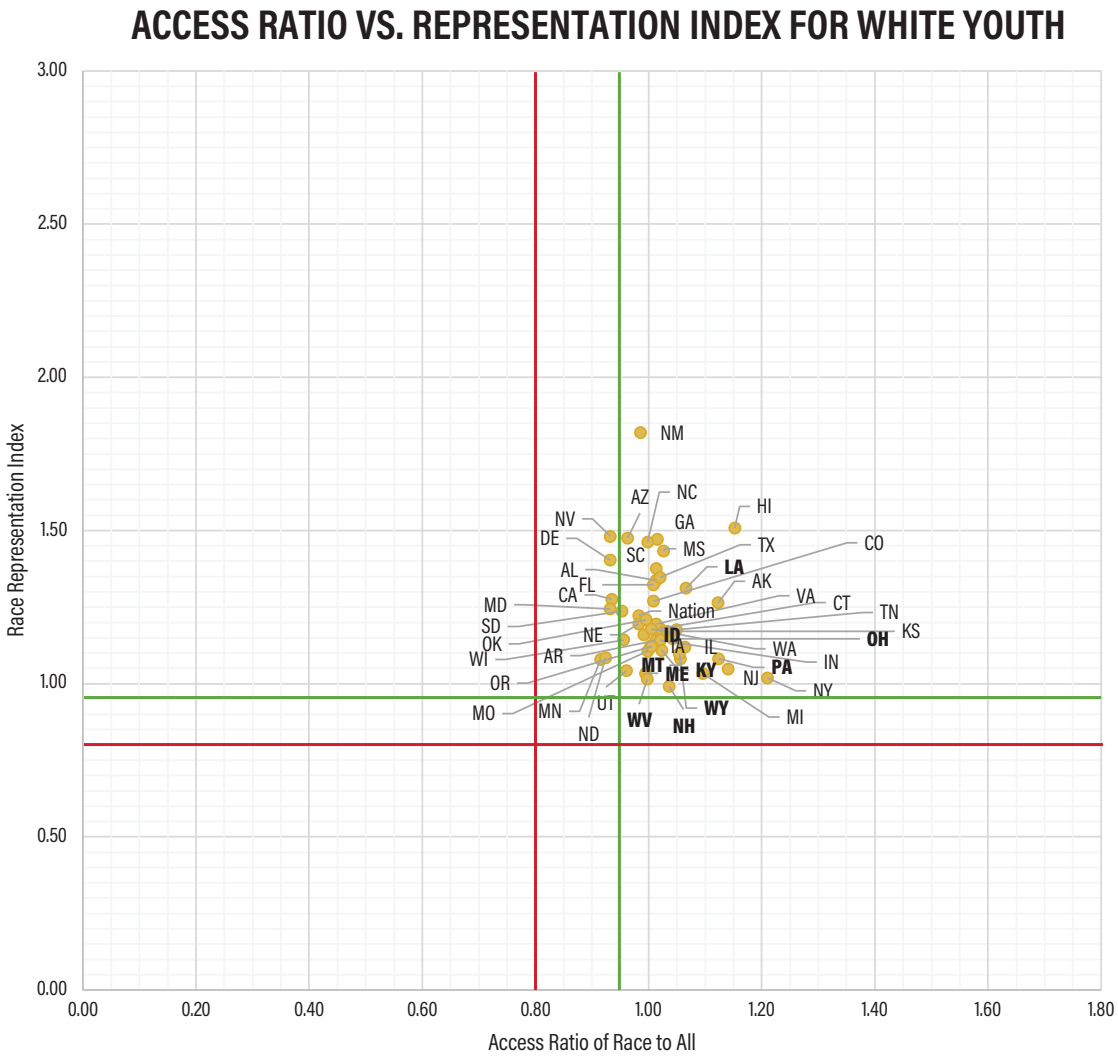

FIGURE 29. **Access Ratios and Representation Indices for White Youth by State in 2015–2016**

Note. Bold typeface denotes the 10 states with the largest percentage of White youth attending schools that identify students with gifts and talents.

Summary

This project investigated ***laws***, ***access***, ***equity***, and ***missingness*** related to gifted education identification as reported biennially to the federal government Office of Civil Rights by all public schools in 2000, 2011–2012, 2013–2014, and 2015–2016. Specifically, we examined these areas nationally, and by state across schools for Non-Title I and Title I schools, by Locale (i.e., City, Suburb, Town, Rural), and by Race (i.e., American Indian/Alaska Native [AIAN]; Asian; African American/Black [Black]; Hispanic/Latino [Latinx]; Native Hawaiian/Pacific Islander [NHPI]; Two or More Races [TMR]; and White). Report cards were developed for each state and findings were synthesized. Representation indices were used to investigate equity. These analyses were compared to previous similar analyses.

Laws

Most states have laws concerning gifted education (*N*=38); however, laws vary widely with some only having language requiring identification (*N*=7) but not services, and some requiring identification and services (*N*=30). Of those 30 states, 6 have no funding and 4 are fully funded. Of the remaining 13 states with no laws, 11 have language, with 4 of those having partial funding. Only 2 states have no language, mandate, or funding. The top 25 states in terms of access to identification have mandates. Although access does not necessarily translate to equity, it is essential for equity. Additionally, access results in lower numbers of missing students. Those states with fully funded mandates for identification and services (FL, GA, IA, OK) lead in access to gifted education services, with Florida and Oklahoma showing promise in areas of equity.

Access

Access is defined as attending a school that identifies youth with gifts and talents. Nationally, in 2015–2016 67.38% of students had such access and these students attended 55.58% of schools in the country. This is a decrease from 2000 of 6% and 4%, respectively.

In general, more Title I schools than Non-Title I schools identify students with gifts and talents, so access in Title I schools is not a cause of underrepresentation or of students missing from gifted education identification nationally. However, nationally and in most states (*N*=42; these data are not available for DC, MA, RI & VT), fewer students are identified in Title I than in Non-Title I schools. Nationally in 2015–2016, 9.57% of students who attend schools that identify youth with gifts and talents were identified. However, 13.46% of students in Non-Title I schools were identified; whereas only 7.86% of students in Title I schools were identified. Thus, nationally, students who attend Title I schools are identified at 0.58 the rate of those who attend, wealthier, Non-Title I schools.

Access does not guarantee equity. Nationally, all racial groups, except for AIAN youth (with access at 0.92 that of the general population) have equal access to identification. Although across the states, Black, Latinx, and NHPI have equal access, they remain underrepresented in gifted programs. AIAN youth have unequal access in several states (AK, AZ, MT, SD, WY) with large proportions of these youth, which exacerbates their missingness from gifted education identification.

Nationally, little differences exist across City, Suburb, Town, and Rural locales in access to identification. However, when examined by state, only eight states (FL, IA, ME, NC, OK, SC, TX, VA) have equal access across these locales. Unequal access exists for City and Town locales in 17 states, for Suburb locales in 5 states, and for Rural locales in 25 states. So, in half of the country, rural youth have less access to identification than do students who attend schools in other locales.

Equity

Equity in gifted identification was examined using representation indices (RI), which are simply the percentage of a group identified as gifted divided by its percentage in the general population. Equity is defined as having an RI of at least 0.80. A RI of 1.00 indicates perfect proportional representation. We refer to RIs greater than 1.00 as "well-represented" rather than "overrepresented."

$$RI = \frac{\%\ \text{Gifted}}{\%\ \text{Total}}$$

Equity is a longstanding, persistent, and continuing problem for students who are AIAN, Black, Latinx, or NHPI nationally, and across all states and in all Locales. Fewer than 5% of students in the District of Columbia, Massachusetts, Rhode Island, and Vermont had access to identification, thus these states were omitted from analyses on equity.

Although fewer students are identified in general in Title I schools as stated above, students in all racial groups—except for Black youth—are more equitably identified (albeit still underidentified in most cases) in Title I than in Non-Title I schools.

Racial equity is so bad across the states, here we report the only equitable RIs by underrepresented group.

- For AIAN youth, RIs greater than 0.95 exist in Delaware, Alabama, North Dakota, Wyoming, Oklahoma, and Hawaii (overall); Wyoming, New York, Connecticut, Delaware, and Oklahoma (Non-Title I); and Delaware, Alabama, North Dakota, Hawaii, and Oklahoma (Title I). RIs from 0.80 to 0.949 exist in Georgia and New York (overall); Alabama, Arizona, Georgia, and West Virginia (Non-Title I); and Virginia, Georgia, Tennessee, and Florida (Title I).

- For Black youth, RIs greater than 0.95 exist in no states (overall); Illinois and Michigan (Non-Title I); and Utah, Wyoming, New York, and Michigan (Title I). RIs from 0.80 to 0.949 exist in New York, Michigan, Utah, and Arkansas (overall); no states (Non-Title I); and Arkansas and Maryland (Title I).
- For Latinx youth, RIs greater than 0.95 exist in no states (overall); no states (Non-Title I); and Utah (Title I). RIs from 0.80 to 0.949 exist in Florida and Texas (overall); Louisiana and Maryland (Non-Title I); and in Florida, Colorado, Texas, California, and Nevada (Title I).
- For NHPI youth, from the 20 states where they have sizeable populations, RIs greater than 0.95 exist in New Jersey, New York, Illinois, and Virginia (overall); Illinois, New York, New Jersey, and Utah (Non-Title I); and Virginia, New Jersey, Utah, Nevada, Georgia, and Colorado (Title I). RIs from 0.80 to 0.949 exist in Utah, Georgia, California, and Nevada (overall); Virginia and Georgia (Non-Title I); and in California and New York (Title I).

With regard to Locale, representation indices were used to investigate proportional equity overall and across Title I status. Although national equity across locales exceeded 0.80 except for Non-Title I Town schools, analyses by state revealed that Town and Rural schools have less equity in identification than do City and Suburb schools. Specifically, with 141 RIs for each locale among 47 states, 21 states had 34 RIs less than 0.80 for Rural locales and 31 states had 58 failing RIs for Town locales. Only three states, Arkansas, Mississippi, and New Hampshire, had equitable RIs across all locales and school types.

A breakdown by race, Title I status, and Locale further reveals the inequity across the country for underserved groups and for students who attend schools in Town or Rural locales.

Missingness

An area not found in previous reports that demonstrates gifted identification trends is *missingness*. We define missingness as students who could/should have been identified, based on the percentages identified in each state on average (lower boundary) and at the higher rate of identification in Non-Title I schools (upper boundary). Missing students come from two sources: Schools in which students have no access to identification (schools that do not identify students) and schools in which some groups of students are underidentified.

Nationally, in 2015–2016, 3,255,232 students were identified with gifts and talents, but between 2,092,850 and 3,635,533 were missing either because they attended a school that did not identify any children, or because they were a member of a group underidentified in schools that do identify students. This represents from 39% to 52% of students missing from gifted identification.

When broken down by race, these missing students come largely from underrepresented groups with the following ranges of percentages of each race missing from gifted education identification (for example, 63% to 74% of Black youth are missing from gifted identification):

- AIAN: 48% to 63%
- Asian: 20% to 26%
- Black: 63% to 74%
- Latinx: 53% to 66%
- NHPI: 59% to 72%
- TMR: 29% to 49%
- White: 29% to 42%

These data are described and provided in the full report and in the report cards for each state.

Bottom Line

The field of gifted education has much work to do to mitigate the lack of opportunity and equity within the field if all talents in the United States are to be developed. Multiple things affect whether a child is identified with gifts and talents. First is access: The child must attend a school that actually identifies students, and currently, more than one-third of children in the U.S. do not attend such schools. Second is attending a wealthier school: Children who attend Title I schools are identified at only 58% the rate of those who attend Non-Title I schools. Third is race: Children who are Asian or White are 2 to more than 10 times more likely to be identified with gifts and talents than students who are AIAN, Black, Latinx, or NHPI. Finally, there are other variables including, but not limited to:

1. Using tests for identification that yield disparate results or were not normed on the populations to which they are being applied, and applying national normative cut-off scores as the most important (or only) pathway to identification;
2. Requiring multiple measures rather than using multiple pathways for identification;
3. Failing to account for and mitigate differences in opportunity to learn;
4. Requiring teacher referral as the first step to identification;
5. Failing to diversify the teaching force and to employ/graduate culturally competent teachers; and
6. Continuing to allow gifted education to be used as a tool of economic and/or racial segregation.

Through awareness of the problem, educators (and legislators) can act to:

1. Ensure that all schools identify students with gifts and talents;
2. Examine and improve rates of programming and identification in Title I schools; and

3. Put into place equitable identification procedures and programming designed to develop and reveal talents among all children, and especially those who have been underserved for generations.

Promising Actions and Practices

Since the Javits act in the early 1990s, which had as its focus underserved youth in gifted education, numerous grants have been awarded to researchers to work toward solving this problem; however, limited literature exists on actual interventions and programs that work. In fact, much of the literature over the years in the field continues to be dedicated to identification procedures and measures, rather than to actual services designed to develop talents among underserved, underprivileged students. It is not enough in this report to simply define access, equity, and missingness, because in doing so we have uncovered unacceptable trends and conditions that cannot be allowed to continue in this country. Thus, following are some steps supported by the literature that can be taken to develop this plan and work to close gaps, develop talents, and improve achievement and educational outcomes.

1. **Examine your own data to create a baseline, then work to create a plan to mitigate inequity in your identification and programming for youth with gifts and talents.**

It is difficult to chart a course for the future if you do not know your starting point. Based on the data from this report, it is clear that few places have equity, so educators' own data should not serve as a source of sadness or shock; rather, they should serve as a beginning and inspiration from which to make changes. Educators should track these changes as they make modifications to identification and programming to deliberately be more inclusive and equitable.

2. **Examine Current Identification Practices and Make Changes to Address Access and Equity**

Much has been written on identification practices with an eye toward equity that can inform current practices including:

- Using nonverbal measures and procedures (Lohman, 2005; Nagleiri & Ford, 2003; Raven et al., 2000a; Renzulli, 1973).
- Using measures that have been normed on the groups to which you plan to apply them (and that yield equivalent scores for those groups; Gentry et al., under review).

- Using universal screening (e.g., Card & Giuliano, 2016; Peters et al., 2019; Plucker & Peters, 2018), which gives every child an opportunity to be considered.
- Eliminating teachers as gatekeepers, or a two-stage screening process in which the first step to identification is being nominated by a teacher (McBee, Peters, & Miller 2016; Peters et al., 2019).
- Using local norms (Carman, Walther, & Bartch, 2018; Peters et al., 2019), which ensure students are being compared to students from their school or district. This can work well if the population is homogeneous
- Using local building norms (Peters et al., 2019), which is one step beyond using local norms in that it compares groups to others from the same group, for example by income or race. Using group specific norms enables educators to find students across all groups (Card & Giuliano, 2016; Lohman, 2005).
- Implementing multiple pathways for identification (e.g., Gubbins et al., 2018; McBee, Shaunessey, & Matthews, 2012; Renzulli & Reis, 1985; Wyner et al., 2009) in which the most important way into the program is not a standardized measure. As early as 1981 Renzulli, Reis and Smith talked about a model of identification in which about half of the students tested into the program and the other half entered by alternative pathways. They also suggested a revolving door approach where students can revolve in and out based on their needs and activities.
- Eliminating the use of matrices for identification. Although using a matrix for identification is a common practice in the field, such use is not supported by the literature. A matrix sums unrelated and/or redundant measures into a single and arbitrary score with no evidence that the data are valid or reliable. They should not be used (Borland & Wright, 1994).
- Considering students from underserved groups who score at or above the top quartile or even the top two quartiles as potentially talented will ensure that these students do not fall out of high achievement (Wyner et al., 2009).
- When using teacher input for identification, use a teacher nomination form such as the Hope Scale (Gentry et al., 2014) or the Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli et al., 2010), as such scales have psychometric development and help focus teacher ratings. Teachers are in a prime position to recognize talent in their classrooms (High & Udall, 1983; Peterson, 1999) and teacher-rating instruments have potential as screening tools or additional pathways to identifying students from low-income families (Stambaugh, 2007; VanTassel-Baska, 2008). Further, Hodge and Cudmore (1986) concluded that with explicit definitions of giftedness and a well-developed instrument, "the use of teacher judgments in the identification of gifted children should be continued, and, in fact, expanded" (p. 192).

- Identifying early and often to ensure multiple entry points and opportunities that account for student growth and development (Renzulli, 1971; Wyner et al., 2009).
- Finally, recognizing that no identification system or measure will work perfectly, developing alternative pathways and ways to make exceptions is key to effectively and dynamically identifying students. Too often, school personnel spend inordinate amounts of time and money trying to develop a perfect identification system, when one does not exist. A collection of student-focused practices will go a long way toward solving equity issues.

3. Diversify the Teaching Workforce

More teachers of color are needed, as the literature is clear about the benefits of diversifying the teaching force. Currently 82% of teachers are White (U. S. Department of Education, 2016), but only 49% of students are White (see Table 14, Appendix I). When the teaching force is diversified, achievement gaps close (Egalite, Kisida, & Winters, 2015) and academic outcomes improve for all students (Klopfenstein, 2005), all while providing students with strong role models. As Grissom and Redding (2016) found, Black students are three times more likely to be nominated as gifted by a Black teacher. Goings and Bianco (2016) have shown promising results for recruiting and retaining teachers of color through an innovating program they call *Pathways to Teaching,* through which they work with diverse high school students to explore teaching as a profession. For those who enter college to become a teacher, they provide quality mentoring and support throughout their time in college.

Low teacher pay is a serious economic deterrent to individuals interested in a career in education who come from underrepresented and/or historically impoverished populations. Bryant, Triplett, Watson, and Lewis (2017) recommend financially incentivizing entry into the profession for those individuals.

Grissom, Rodriguez, and Kern (2017) found evidence that a critical mass of 20%–30% of teachers from racial/ethnic minority backgrounds results in significant increased representation of racial/ethnic minority students in gifted programs. Additionally, with increased representation of teachers from ethnic/minority groups, they found no reduction in the representation of students from other groups.

4. Hire, develop, and nurture culturally competent, and culturally responsive teachers and support their use of pedagogy and curricula to which all students can relate

With the growth and speed of cultures interacting globally, it appears all someone has to do is think up a creative hashtag (#) and the world may respond. So, is what's trending (trendy)

today, or this week, *worth* the time it takes to get to a level of understanding? It is a difficult task for educators, who have not been formally instructed on the numerous cultures that they will face to, (1) teach what they don't know (Howard, 2016), and (2) be prepared to support and affirm diversity in the context of culturally responsive practices (CRP) in a multicultural educational environment (Ford, Grantham, & Whiting, 2008; Nieto & Bode, 2004;). Culturally responsive practices/multicultural education/social justice education/educational equity, etc. is so much more than #CRP; so much more than a trendy idea or educational term. These practices improve education for all while addressing the education debt evidenced by the achievement gap (Ladson-Billing, 2006). However, in too many minds there still remains difficulty in defining it. How is it different, and how do I teach it? Is there a relationship between culture and cognition (Hammond, 2014)?

Culturally responsive practice is multifaceted. Sound culturally responsive practices result in learning environments in which students gain a high degree of self-efficacy and develop an internal locus of control enabling them to become leaders and to take charge of and responsibility for their learning. To develop these skills in preservice teachers, preparation programs must expand the coursework requirements and field experiences in multicultural education, with extended training in underrepresented gifted populations (Center for Law and Social Policy, 2014; Ford, 1998; Ford & King, Jr., 2014; Ford & Russo, 2014). For those already in schools, professional development must be provided in the areas of asset (rather than deficit) views of minority students, the role of culture in the teacher-student relationship and school behavior, as well as gifted behaviors and the identification of gifted students from underrepresented groups (Gay, 2010; Vega & Moore III, 2018).

5. Create learning environments that favor talent development over remediation—for all students

The best way to identify students with gifts and talents is to create learning environments in which they can develop and show these gifts, talents, and strengths. Rather than focusing on what students cannot do, attending to their strengths through a talent development approach will encourage them to achieve and enable educators to find talents they might otherwise have missed (Gentry, 2009). For example, in the Schoolwide Enrichment Model, Renzulli and Reis (1985) emphasized the need for enrichment for all students (most recently in work on enrichment clusters; Renzulli et al., 2014), that ensures access to gifted programming for every child in the school. Plucker and Peters (2018) recommended frontloading, preparing students as early as possible, through academic rigor and the support necessary for their success, for future participation in advanced high school courses such as AP and IB courses, as well as high-stakes testing. A review of programs for academically promising rural students (Lynn & Glynn, 2019) echoed Plucker and Peters' frontloading recommendations for exam preparation,

and added to this the need to expose students to people and opportunities outside of their general experiences.

6. **Consider implementing interventions that have shown promise in addressing inequity in programming**

Programming models such as the Schoolwide Enrichment Model (Renzulli & Reis, 2014), Enrichment Clusters (Renzulli et al., 2014); Total School Cluster Grouping (Gentry, 2014), STEM Starters (Robinson, Adelson, Kidd, & Cunningham, 2018), the Scholar Identity Model (Whiting, 2009, 2014) and others have shown promise in mitigating underrepresentation. Educators should investigate applications of these and other models and practices. More innovation and research is warranted as interventions that address inequity are developed and applied.

Limitations

The research reported herein is limited to the data reported in the CRDC data collection. If states and districts reported inaccurate data, those are the data from which these results are derived. If state personnel review the results and find they do not believe the results accurately reflect the access, equity, and missingness in their state, then they need to work to ensure accurate data reporting, as these are the data available and published nationally and from which policy makers, researchers, and reporters will draw conclusions.

From these data, we know nothing about the existence, quality, or extent of any programming associated with the identification data.

The CRDC data are limited to the seven racial categories, which prevent any nuanced understanding of the many variations and subgroups within each federal category.

Future Research

Future research should involve an update of this report with new OCR data. Compiling and reporting these data can keep at the forefront the issues of laws, access, equity, and missingness of gifted children, nationally and within each state. Doing so can result in several actions. First, states can ensure that they are accurately reporting data and they can hold districts accountable for continued inequities. Second, districts can examine their own data and engage in practices to mitigate underrepresentation and inequities in their schools and

communities. Third, as changes occur others can learn from places where efforts address inequity and where equity in gifted education improves.

Research can be conducted in places like Oklahoma, Texas, and Florida where equity for AIAN and Latinx youth is good. Results can inform others with less equity as they work to solve the issue. More analyses are warranted into Limited English Proficient populations and IDEA populations concerning their representations. Such analyses were beyond the scope of this report.

Research ought to be done that honors the numerous subgroups within the seven federal race categories to help illuminate differences among different cultures and contexts surrounding race. Similarly, future research might also, if data are available, investigate individual level poverty.

Finally, research into identification practices (those that yield unfair disproportionality) needs to continue as does research into practices and programs that help to discover and develop talents among underrepresented groups discussed in this report.

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APPENDICES

APPENDIX A

Students Who Have Access to Identification as Gifted and Schools That Identify Students by State, 2015-2016

State	Total Students	Total Students in Schools That ID GT # & %	Students ID as GT From Schools That Have GT ID # & %	Total Schools	Total Schools That ID GT # & %
National	50,459,595	33,997,501 67.38	3,255,232 9.57	96,360	55,495 57.59
GA	1,766,715	1,689,184 95.61	189,320 11.21	2,407	2,101 87.29
IA	501,369	470,768 93.90	44,078 9.36	1,365	1,217 89.16
CO	899,614	840,019 93.38	69,067 8.22	1,868	1,591 85.17
TX	5,302,101	4,943,581 93.24	404,721 8.19	8,616	7,269 84.37
VA	1,285,001	1,196,120 93.08	160,544 13.42	1,971	1,772 89.90
KY	687,776	639,451 92.97	94,851 14.83	1,407	1,235 87.78
NC	1,551,714	1,441,276 92.88	170,771 11.85	2,618	2,309 88.20
OK	695,772	643,265 92.45	96,726 15.04	1,815	1,580 87.05
NV	470,642	424,945 90.29	24,566 5.78	658	484 73.56
SC	766,204	690,448 90.11	118,013 17.09	1,236	1,061 85.84
AR	484,570	429,096 88.55	46,172 10.76	1,092	933 85.44
FL	2,779,888	2,442,435 87.86	164,884 6.75	3,952	3,040 76.92
LA	722,237	626,191 86.70	29,600 4.73	1,367	1,085 79.37
NM	339,185	292,748 86.31	16,239 5.55	880	615 69.89
KS	490,982	418,652 85.27	12,643 3.02	1,356	1,020 75.22
IN	1,032,577	872,826 84.53	126,906 14.54	1,879	1,520 80.89
NE	316,985	263,692 83.19	35,778 13.57	1,064	675 63.44
OR	573,431	469,956 81.96	33,111 7.05	1,283	906 70.62
PA	1,724,961	1,394,078 80.82	60,033 4.31	3,027	2,361 78.00
ME	177,549	141,393 79.64	9,528 6.74	589	411 69.78
WV	278,514	207,906 74.65	5,337 2.57	720	495 68.75
AL	745,127	554,730 74.45	51,695 9.32	1,400	1,042 74.43
WA	1,094,901	790,129 72.16	51,306 6.49	2,305	1,371 59.48
MS	491,287	351,591 71.57	33,207 9.44	978	667 68.20
AK	131,920	93,507 70.88	6,397 6.84	503	219 43.54

State	Total Students	Total Students in Schools That ID GT # & %	Students ID as GT From Schools That Have GT ID # & %	Total Schools	Total Schools That ID GT # & %
MO	929,285	655,279 70.51	36,532 5.58	2,372	1,287 54.26
MD	893,663	620,735 69.46	151,245 24.37	1,434	918 64.02
OH	1,755,985	1,204,640 68.60	109,491 9.09	3,631	2,280 62.79
CA	6,270,605	4,249,918 67.78	424,890 10.00	10,138	5,639 55.62
HI	182,698	116,520 63.78	5,078 4.36	290	155 53.45
AZ	1,132,551	716,942 63.30	53,066 7.40	1,977	969 49.01
WI	867,928	528,598 60.90	45,219 8.55	2,232	1,089 48.79
TN	998,406	539,484 54.03	15,229 2.82	1,818	897 49.34
MN	880,750	472,047 53.60	69,691 14.76	2,170	723 33.32
MT	147,379	77,322 52.46	4,945 6.40	825	216 26.18
ID	295,950	154,633 52.25	7,152 4.63	720	310 43.06
NJ	1,370,451	695,718 50.77	80,037 11.50	2,577	1,321 51.26
WY	94,716	47,350 49.99	3,676 7.76	365	143 39.18
UT	664,901	244,720 36.81	31,031 12.68	1,009	291 28.84
DE	138,926	46,078 33.17	3,613 7.84	235	76 32.34
CT	536,089	176,984 33.01	11,906 6.73	1,238	344 27.79
ND	110,436	32,657 29.57	2,861 8.76	481	86 17.88
SD	137,023	39,656 28.94	2,683 6.77	688	72 10.47
IL	2,027,300	522,291 25.76	68,929 13.20	4,081	848 20.78
NY	2,725,954	310,338 11.38	43,802 14.11	4,916	488 9.93
MI	1,545,172	157,555 10.20	19,641 12.47	3,616	246 6.80
NH	182,640	16,872 9.24	2,014 11.94	483	38 38.00
~~MA~~	~~952,991~~	~~39,668~~ ~~4.16~~	~~6,739~~ ~~16.99~~	~~1,873~~	~~69~~ ~~3.68~~
~~VT~~	~~82,909~~	~~1,969~~ ~~2.37~~	~~121~~ ~~6.15~~	~~306~~	~~6~~ ~~1.96~~
~~RI~~	~~141,527~~	~~1,540~~ ~~1.09~~	~~148~~ ~~9.61~~	~~308~~	~~5~~ ~~1.62~~
~~DC~~	~~82,338~~	~~–~~ ~~0.00~~	~~–~~ ~~0.00~~	~~221~~	~~–~~ ~~0.00~~

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

APPENDIX B

Access to Gifted Identification by State for 2000, 2011-2012, 2013-2014, and 2015-2016

	2015-2016		2013-2014		2011-2012		2000	
State	% Access to GT	% in GT	% Access to GT	% in GT	% Access to GT	% in GT	% Access to GT	% in GT
Nation	67.38	9.57	66.51	10.19	66.90	9.61	71.66	8.74
GA	95.61	11.21	92.39	14.16	95.09	10.96	96.67	8.27
IA	93.90	9.36	93.15	10.30	94.03	9.93	88.72	9.20
CO	93.38	8.22	93.97	8.40	89.00	7.25	66.86	9.67
TX	93.24	8.19	92.35	8.43	93.44	8.23	94.27	9.54
VA	93.08	13.42	92.35	13.22	92.71	12.77	93.58	10.99
KY	92.97	14.83	97.47	16.47	85.00	14.89	81.42	14.14
NC	92.88	11.85	87.24	11.76	87.35	12.16	93.00	10.77
OK	92.45	15.04	90.99	15.20	91.49	15.16	95.03	14.62
NV	90.29	5.78	53.10	6.47	50.88	3.85	72.56	4.76
SC	90.11	17.09	87.55	15.53	87.39	13.74	91.11	10.90
AR	88.55	10.76	89.36	11.14	91.96	10.63	91.66	11.39
FL	87.86	6.75	87.08	6.81	86.52	6.29	87.00	5.10
LA	86.70	4.73	86.80	5.08	66.76	4.50	76.21	4.47
NM	86.31	5.55	85.90	5.39	89.48	5.11	87.65	4.39
KS	85.27	3.02	85.53	3.39	85.92	3.39	89.05	3.68
IN	84.53	14.54	84.08	14.62	81.02	15.56	62.45	10.05
NE	83.19	13.57	82.00	14.81	85.37	13.77	77.84	14.55
OR	81.96	7.05	88.61	7.57	90.68	7.45	91.43	8.42
PA	80.82	4.31	79.02	4.74	88.27	4.34	93.46	5.24
ME	79.64	6.74	74.81	6.60	75.70	6.01	50.46	10.71
WV	74.65	2.57	73.75	2.99	80.57	2.30	78.01	2.75
AL	74.45	9.32	75.20	11.20	76.53	10.93	75.09	4.67
WA	72.16	6.49	48.74	7.08	43.32	8.16	51.51	8.67
MS	71.57	9.44	72.09	9.47	70.66	9.47	78.25	7.23
AK	70.88	6.84	71.15	7.38	60.98	7.73	88.37	4.85
MO	70.51	5.58	71.94	6.06	72.00	5.61	75.13	4.58
MD	69.46	24.37	74.05	21.77	72.64	21.74	65.79	18.19
OH	68.60	9.09	55.56	7.90	49.56	7.46	62.93	8.78
CA	67.78	10.00	71.23	11.00	75.76	10.88	86.06	8.00
HI	63.78	4.36	40.42	7.57	24.55	5.60	83.74	7.85
AZ	63.30	7.40	65.80	7.49	74.50	7.78	84.42	7.62
WI	60.90	8.55	61.18	10.31	55.21	10.79	70.00	14.24
TN	54.03	2.82	54.33	3.05	69.86	3.54	70.69	4.23
MN	53.60	14.76	53.77	13.59	49.83	16.00	60.26	12.12
MT	52.46	6.40	54.72	7.24	62.27	6.72	58.24	9.58
ID	52.25	4.63	50.68	7.32	63.80	4.68	74.43	5.13
NJ	50.77	11.50	50.99	11.85	54.39	12.02	64.37	12.14
WY	49.99	7.76	51.46	7.33	36.68	8.93	26.81	7.01
UT	36.81	12.68	35.07	13.58	31.70	12.27	23.46	12.41
DE	33.17	7.84	26.44	8.87	18.69	10.68	71.19	7.38
CT	33.01	6.73	34.64	6.57	37.11	6.32	52.88	6.19
ND	29.57	8.76	29.36	7.79	30.87	10.56	22.94	10.31
SD	28.94	6.77	30.34	6.09	34.89	5.75	52.36	6.47
IL	25.76	13.20	35.04	19.38	29.48	11.92	59.01	10.59
NY	11.38	14.11	12.60	13.90	12.82	11.82	21.46	10.97
MI	10.20	12.47	11.87	11.38	15.40	12.63	31.51	11.46
NH	9.24	11.94	11.26	10.54	12.99	10.78	16.82	9.81
MA	4.16	16.99	4.88	9.44	6.97	9.41	13.49	8.59
VT	2.37	6.15	3.57	11.76	2.88	11.60	9.61	11.32
RI	1.09	9.61	1.24	24.22	6.34	8.50	26.29	8.04
DC	0.00	0.00	0.63	5.45	1.54	5.41	0.00	0.00

Note. States in bold font have mandates for gifted; this table is sorted by greatest access in the year 2015–2016.

Appendix C
Schools With or Without Gifted Identification by Non-Title I and Title I Status

TABLE C1

Schools With or Without Gifted Identification by Non-Title I and Title I Status Nationally for 2000, 2011–2012, 2013–2014, and 2015–2016

Year	Total Schools	Non-Title I Schools–No ID # and %	Non-Title I Schools With ID # and %	Ratio Non-Title I With ID/Non-Title I No ID	Title I Schools –No ID # and %	Title I Schools–With ID #and %	Ratio Title I With ID/Title I No ID	Grand Ratio Title I Ratio/ Non-Title I Ratio
2015–2016	96,360	11,505	14,435		25,595	40,630		
		11.94%	14.98%	1.25	26.56%	42.16%	1.59	1.27
2013–2014	95,507	10,574	13,813		27,823	40,529		
		11.07%	14.46%	1.31	29.13%	42.44%	1.46	1.12
2011–12	95,635	16,543	22,424		19,080	32,001		
		17.30%	23.45%	1.36	19.95%	33.46%	1.68	1.24
2000	88,601							

Notes. Percentages for each category for each time period do not add to 100 because a small number of schools did not report Title I status. Title status was not available for the 2000 date.

TABLE C2

Schools With or Without Gifted Identification by Non-Title I and Title I Status by State, 2015–2016

State	Total Schools	Non-Title I Schools– No ID # and %	Non-Title I Schools– With ID # and %	Ratio Non-Title I With ID /Non-Title I No ID	Title I Schools–No ID # and %	Title I Schools–With ID # and %	Ratio Title I with ID /Title I No ID	Grand Ratio Title I Ratio/ Non-Title I Ratio
National	96,360	11,505	14,435		25,595	40,630		
		11.94%	14.98%	1.25	26.56%	42.16%	1.59	1.27
AK	503	44	100		237	118		
		8.75%	19.88%	2.27	47.12%	23.46%	0.50	0.22
AL	1,400	202	257		144	777		
		14.43%	18.36%	1.27	10.29%	55.50%	5.40	4.24
AR	1,092	24	54		101	869		
		2.20%	4.95%	2.25	9.25%	79.58%	8.60	3.82
AZ	1,977	210	7		747	942		
		10.62%	0.35%	0.03	37.78%	47.65%	1.26	37.83
CA	10,138	736	1,472		2,808	4,043		
		7.26%	14.52%	2.00	27.70%	39.88%	1.44	0.72
CO	1,868	134	1,033		134	556		
		7.17%	55.30%	7.71	7.17%	29.76%	4.15	0.54
CT	1,238	467	161		422	181		
		37.72%	13.00%	0.34	34.09%	14.62%	0.43	1.24
DC	221	37	0		183	0		
		16.74%	0.00	0.00	82.81%	0.00	0.00	0.00
DE	235	69	12		85	64		
		29.36%	5.11%	0.17	36.17%	27.23%	0.75	4.33

State	Total Schools	Non-Title I Schools- No ID # and %	Non-Title I Schools- With ID # and %	Ratio Non-Title I With ID /Non-Title I No ID	Title I Schools-No ID # and %	Title I Schools-With ID # and %	Ratio Title I with ID /Title I No ID	Grand Ratio Title I Ratio/ Non-Title I Ratio
FL	3,952	373 9.44%	480 12.15%	1.29	538 13.61%	2,557 64.70%	4.75	3.69
GA	2,407	43 1.79%	639 26.55%	14.86	170 7.06%	1,453 60.37%	8.55	0.58
HI	290	25 8.62%	73 25.17%	2.92	110 37.93%	82 28.28%	0.75	0.26
IA	1,365	46 3.37%	377 27.62%	8.20	83 6.08%	839 61.47%	10.11	1.23
ID	720	95 13.19%	50 6.94%	0.53	308 42.78%	259 35.97%	0.84	1.60
IL	4,081	476 11.66%	242 5.93%	0.51	2,648 64.89%	584 14.31%	0.22	0.43
IN	1,879	82 4.36%	280 14.90%	3.41	267 14.21%	1,235 65.73%	4.63	1.35
KS	1,356	9 0.66%	163 12.02%	18.11	280 20.65%	856 63.13%	3.06	0.17
KY	1,407	111 7.89%	175 12.44%	1.58	58 4.12%	1,060 75.34%	18.28	11.59
LA	1,367	15 1.10%	89 6.51%	5.93	246 18.00%	984 71.98%	4.00	0.67
MA	1,873	763 40.74%	20 1.07%	0.03	997 53.23%	48 2.56%	0.05	1.84
MD	1,434	173 12.06%	440 30.68%	2.54	324 22.59%	476 33.19%	1.47	0.58
ME	589	27 4.58%	36 6.11%	1.33	151 25.64%	374 63.50%	2.48	1.86
MI	3,616	1,185 32.77%	118 3.26%	0.10	2,154 59.57%	128 3.54%	0.06	0.60
MN	2,170	881 40.60%	320 14.75%	0.36	551 25.39%	402 18.53%	0.73	2.01
MO	2,372	206 8.68%	245 10.33%	1.19	838 35.33%	1,035 43.63%	1.24	1.04
MS	978	144 14.72%	92 9.41%	0.64	158 16.16%	573 58.59%	3.63	5.68
MT	825	79 9.58%	21 2.55%	0.27	525 63.64%	195 23.64%	0.37	1.40
NC	2,618	58 2.22%	421 16.08%	7.26	224 8.56%	1,885 72.00%	8.42	1.16
ND	481	174 36.17%	36 7.48%	0.21	220 45.74%	49 10.19%	0.22	1.08
NE	1,064	227 21.33%	373 35.06%	1.64	148 13.91%	301 28.29%	2.03	1.24
NH	483	47 9.73%	8 1.66%	0.17	394 81.57%	30 6.21%	0.08	0.45
NJ	2,577	322 12.50%	418 16.22%	1.30	851 33.02%	902 35.00%	1.06	0.82
NM	880	6 0.68%	49 5.57%	8.17	212 24.09%	546 62.05%	2.58	0.32
NV	658	120 18.24%	185 28.12%	1.54	50 7.60%	299 45.44%	5.98	3.88
NY	4,916	754 15.34%	132 2.69%	0.18	2,013 40.95%	254 5.17%	0.13	0.72
OH	3,631	262 7.22%	444 12.23%	1.69	1,028 28.31%	1,825 50.26%	1.78	1.05

State	Total Schools	Non-Title I Schools- No ID # and %	Non-Title I Schools- With ID # and %	Ratio Non-Title I With ID /Non-Title I No ID	Title I Schools-No ID # and %	Title I Schools-With ID # and %	Ratio Title I with ID /Title I No ID	Grand Ratio Title I Ratio/ Non-Title I Ratio
OK	1,815	33	159		169	1,414		
		1.82%	8.76%	4.82	9.31%	77.91%	8.37	1.74
OR	1,283	169	496		167	403		
		13.17%	38.66%	2.93	13.02%	31.41%	2.41	0.82
PA	3,027	48	503		552	1,849		
		1.59%	16.62%	10.48	18.24%	61.08%	3.35	0.32
RI	308	63	2		235	3		
		20.45%	0.65%	0.03	76.30%	0.97%	0.01	0.40
SC	1,236	79	545		77	508		
		6.39%	44.09%	6.90	6.23%	41.10%	6.60	0.96
SD	688	67	25		539	47		
		9.74%	3.63%	0.37	78.34%	6.83%	0.09	0.23
TN	1,818	119	113		787	782		
		6.55%	6.22%	0.95	43.29%	43.01%	0.99	1.05
TX	8,616	410	1,119		891	6,137		
		4.76%	12.99%	2.73	10.34%	71.23%	6.89	2.52
UT	1,009	486	200		228	91		
		48.17%	19.82%	0.41	22.60%	9.02%	0.40	0.97
VA	1,971	170	1,055		24	713		
		8.63%	53.53%	6.21	1.22%	36.17%	29.71	4.79
VT	306	77	1		221	5		
		25.16%	0.33%	0.01	72.22%	1.63%	0.02	1.74
WA	2,305	352	416		547	951		
		15.27%	18.05%	1.18	23.73%	41.26%	1.74	1.47
WI	2,232	558	445		558	643		
		25.00%	19.94%	0.80	25.00%	28.81%	1.15	1.44
WV	720	127	253		95	241		
		17.64%	35.14%	1.99	13.19%	33.47%	2.54	1.27
WY	365	121	81		98	62		
		33.15%	22.19%	0.67	26.85%	16.99%	0.63	0.95

APPENDIX D

Percent of Schools With No Reported Title I Status Nationally, by State, and DC, for 2011–2012, 2013–2014, and 2015–2016

State	2011–2012 No Report Title I Schools	2013–2014 No Report Title I Schools	2015–2016 No Report Title I Schools
National	5.84%	2.90%	4.35%
AK	0.41%	0.81%	0.80%
AL	2.30%	5.37%	1.43%
AR	4.83%	3.78%	4.03%
AZ	3.28%	1.46%	3.59%
CA	9.42%	5.46%	10.64%
CO	3.31%	0.65%	0.59%
CT	2.76%	1.58%	0.57%
DC	5.71%	0.49%	0.45%
DE	12.50%	7.05%	2.13%
FL	2.01%	0.03%	0.10%
GA	3.14%	4.46%	4.24%
HI	0.00%	0.00%	0.00%
IA	6.10%	3.37%	1.47%
ID	2.56%	1.96%	1.11%
IL	5.33%	4.89%	3.21%
IN	2.19%	3.22%	0.80%
KS	5.11%	4.23%	3.54%
KY	0.71%	0.28%	0.21%
LA	12.91%	5.06%	2.41%
MA	2.78%	1.67%	2.40%
MD	2.42%	1.32%	1.46%
ME	3.36%	0.87%	0.17%
MI	3.06%	5.61%	0.86%
MN	2.60%	1.22%	0.74%
MO	2.03%	1.40%	2.02%
MS	2.16%	2.07%	1.12%
MT	0.77%	0.50%	0.61%
NC	2.25%	1.20%	1.15%
ND	1.07%	0.44%	0.42%
NE	3.62%	1.52%	1.41%
NH	3.15%	1.04%	0.83%
NJ	2.64%	1.26%	3.26%
NM	7.27%	3.44%	7.61%
NV	3.70%	0.92%	0.61%
NY	37.85%	2.62%	35.86%
OH	3.57%	1.66%	1.98%
OK	5.02%	3.37%	2.20%
OR	5.79%	5.04%	3.74%
PA	4.66%	3.30%	2.48%
RI	2.06%	100.00%	1.62%
SC	7.63%	2.85%	2.18%
SD	1.80%	1.89%	1.45%
TN	5.72%	1.72%	0.94%
TX	2.01%	0.36%	0.68%
UT	3.27%	1.11%	0.40%
VA	1.36%	0.41%	0.46%
VT	5.72%	2.28%	0.65%
WA	4.74%	5.04%	1.69%
WI	4.19%	1.56%	1.25%
WV	1.23%	0.41%	0.56%
WY	4.30%	1.94%	0.82%

APPENDIX E

Number and Percentage of Students Identified With Giftedness Overall and by Title I Status, With Difference Between Non-Title I and Title I Schools by State, 2015–2016

State	Total Identified GT in Schools That ID	Total and Percentage Identified in Non-Title I Schools That ID		Total and Percentage Identified in Title I Schools That ID		Ratio of Title I ID to Non-Title I ID
	N	N	%	N	%	
National	3,255,232	1,370,703	0.13	1,852,729	0.08	0.58
AK	6,397	3,818	7.99	2,555	5.64	0.71
AL	51,695	21,314	12.76	30,079	7.83	0.61
AR	46,172	4,440	11.91	41,434	10.67	0.90
AZ	53,066	187	5.77	52,474	7.45	1.29
CA	424,890	157,246	12.71	259,125	8.81	0.69
CO	69,067	58,732	9.61	10,322	4.51	0.47
CT	11,906	7,554	8.74	4,349	4.83	0.55
DC	0	0	0.00	0	0.00	0.00
DE	3,613	1,029	10.94	2,584	7.05	0.64
FL	164,884	42,036	11.49	122,732	5.92	0.51
GA	189,320	111,708	17.49	77,142	7.37	0.42
HI	5,078	2,190	3.63	2,888	5.13	1.41
IA	44,078	18,860	11.87	25,213	8.09	0.68
ID	7,152	1,587	5.51	5,555	4.43	0.80
IL	68,929	23,191	15.49	44,770	12.83	0.83
IN	126,906	42,970	21.42	83,668	12.48	0.58
KS	12,643	4,112	4.12	8,530	2.68	0.65
KY	94,851	10,195	18.54	84,656	14.48	0.78
LA	29,600	7,268	9.89	21,836	4.00	0.40
MA	6,739	1,928	19.18	4,604	15.70	0.82
MD	151,245	92,685	30.12	58,294	18.70	0.62
ME	9,528	1,221	7.61	8,284	6.63	0.87
MI	19,641	14,060	16.12	5,581	7.93	0.49
MN	69,691	39,337	15.50	30,350	13.91	0.90
MO	36,532	11,696	7.48	24,786	4.98	0.67
MS	33,207	8,255	12.22	24,827	8.79	0.72
MT	4,945	707	6.19	4,238	6.43	1.04
NC	170,771	71,311	19.54	99,430	9.25	0.47
ND	2,861	1,578	10.06	1,277	7.54	0.75
NE	35,778	28,513	17.38	7,261	7.29	0.42
NH	2,014	414	12.16	1,600	11.88	0.98
NJ	80,037	28,208	12.14	51,652	11.15	0.92
NM	16,239	3,395	11.77	12,375	4.82	0.41
NV	24,566	11,715	6.92	12,851	5.03	0.73
NY	43,802	8,818	10.73	18,990	13.03	1.21
OH	109,491	36,963	13.07	72,106	7.88	0.60
OK	96,726	17,212	22.56	79,426	14.02	0.62
OR	33,111	27,410	9.19	5,354	3.15	0.34
PA	60,033	21,731	5.96	38,190	3.73	0.63
RI	148	27	4.12	121	13.67	3.32
SC	118,013	95,467	22.28	22,283	8.55	0.38
SD	2,683	1,647	8.75	1,036	4.97	0.57
TN	15,229	5,518	5.66	9,688	2.20	0.39
TX	404,721	116,634	12.10	287,493	7.24	0.60
UT	31,031	26,020	14.72	5,011	7.37	0.50
VA	160,544	134,149	15.98	25,768	7.24	0.45
VT	121	4	0.62	117	8.83	14.22
WA	51,306	16,431	6.86	34,839	6.34	0.92
WI	45,219	25	9.40	45,194	7.84	0.83
WV	5,337	3,903	3.13	1,424	1.72	0.55
WY	3,676	2,512	8.51	1,164	6.52	0.77

Appendix F
Access to Identification as Gifted for All Students and Students Grouped by Race With Ratio Between These

TABLE F1

2015–2016 Access to Identification as Gifted for All and American Indian/ Alaska Native Students With Ratio Between These

State	Students in Schools That ID GT		AIAN Students in Schools That ID GT		Ratio of Race to All
	N	%	N	%	
National	33,997,501	67.38	324,665	61.87	0.9183
AK	93,507	70.88	10,320	33.39	0.4711
AL	554,730	74.45	6,908	82.00	1.1015
AR	429,096	88.55	2,740	86.87	0.9810
AZ	716,942	63.30	23,123	43.02	0.6795
CA	4,249,918	67.78	18,981	51.99	0.7671
CO	840,019	93.38	5,942	92.05	0.9858
CT	176,984	33.01	374	24.61	0.7453
~~DC~~					
DE	46,078	33.17	201	36.75	1.1079
FL	2,442,435	87.86	7,186	79.92	0.9096
GA	1,689,184	95.61	3,406	95.92	1.0032
HI	116,520	63.78	405	71.18	1.1160
IA	470,768	93.90	1,758	91.80	0.9777
ID	154,633	52.25	2,355	54.97	1.0521
IL	522,291	25.76	1,779	30.66	1.1900
IN	872,826	84.53	1,917	85.77	1.0147
KS	418,652	85.27	4,416	84.37	0.9895
KY	639,451	92.97	754	90.41	0.9724
LA	626,191	86.70	4,612	92.13	1.0626
~~MA~~	~~39,668~~	~~4.16~~	~~89~~	~~3.98~~	~~0.9562~~
MD	620,735	69.46	1,650	66.34	0.9552
ME	141,393	79.64	850	69.50	0.8727
MI	157,555	10.20	1,226	11.14	1.0926
MN	472,047	53.60	4,656	29.77	0.5555
MO	655,279	70.51	2,834	75.94	1.0769
MS	351,591	71.57	887	73.55	1.0277
MT	77,322	52.46	5,055	28.57	0.5445
NC	1,441,276	92.88	19,640	92.15	0.9922
ND	32,657	29.57	3,740	36.12	1.2216
NE	263,692	83.19	2,529	56.55	0.6798
NH	16,872	9.24	36	6.92	0.7494
NJ	695,718	50.77	910	51.33	1.0110
NM	292,748	86.31	31,246	89.19	1.0334
NV	424,945	90.29	2,988	65.04	0.7204
NY	310,338	11.38	1,872	10.77	0.9458
OH	1,204,640	68.60	1,466	65.27	0.9515
OK	643,265	92.45	92,613	91.70	0.9919
OR	469,956	81.96	6,557	79.01	0.9641
PA	1,394,078	80.82	2,091	75.76	0.9374
~~RI~~	~~1,540~~	~~1.09~~	~~20~~	~~2.02~~	~~1.8585~~
SC	690,448	90.11	2,292	89.25	0.9905
SD	39,656	28.94	3,207	20.88	0.7216
TN	539,484	54.03	979	55.56	1.0283

State	Students in Schools That ID GT		AIAN Students in Schools That ID GT		Ratio of Race to All
	N	%	N	%	
TX	4,943,581	93.24	18,004	92.60	0.9931
UT	244,720	36.81	2,172	30.29	0.8231
VA	1,196,120	93.08	3,463	93.67	1.0063
~~VT~~	~~1,969~~	~~2.37~~	~~2~~	~~0.47~~	~~0.1958~~
WA	790,129	72.16	9,261	65.29	0.9048
WI	528,598	60.90	4,192	40.26	0.6611
WV	207,906	74.65	217	76.41	1.0236
WY	47,350	49.99	744	20.42	0.4085

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE F2

2015–2016 Access to Identification as Gifted for All and Asian Students With Ratio Between These

State	Students in Schools That ID GT		Asian Students in Schools That ID GT		Ratio of Race to All
	N	%	N	%	
National	33,997,501	67.38	1,648,968	66.00	0.9795
AK	93,507	70.88	6,683	85.31	1.2035
AL	554,730	74.45	5,921	55.34	0.7433
AR	429,096	88.55	6,606	86.17	0.9731
AZ	716,942	63.30	17,097	53.38	0.8433
CA	4,249,918	67.78	475,692	68.48	1.0104
CO	840,019	93.38	26,814	96.28	1.0311
CT	176,984	33.01	10,085	37.68	1.1413
~~DC~~					
DE	46,078	33.17	2,012	39.37	1.1869
FL	2,442,435	87.86	65,669	89.51	1.0187
GA	1,689,184	95.61	65,724	98.86	1.0340
HI	116,520	63.78	38,269	69.43	1.0886
IA	470,768	93.90	11,353	94.22	1.0034
ID	154,633	52.25	1,960	52.42	1.0033
IL	522,291	25.76	42,352	43.98	1.7070
IN	872,826	84.53	20,044	90.19	1.0670
KS	418,652	85.27	12,104	89.39	1.0483
KY	639,451	92.97	9,468	86.08	0.9259
LA	626,191	86.70	10,485	93.92	1.0832
~~MA~~	~~39,668~~	~~4.16~~	~~4,072~~	~~6.60~~	~~1.5857~~
MD	620,735	69.46	48,242	86.60	1.2468
ME	141,393	79.64	2,254	84.48	1.0609
MI	157,555	10.20	4,970	10.15	0.9957
MN	472,047	53.60	41,838	71.95	1.3424
MO	655,279	70.51	14,293	80.22	1.1377
MS	351,591	71.57	3,363	66.32	0.9267
MT	77,322	52.46	770	67.90	1.2942
NC	1,441,276	92.88	43,790	93.05	1.0018
ND	32,657	29.57	898	48.96	1.6558
NE	263,692	83.19	7,589	94.24	1.1328
NH	16,872	9.24	432	7.49	0.8109
NJ	695,718	50.77	81,773	60.95	1.2006
NM	292,748	86.31	3,646	92.89	1.0763
NV	424,945	90.29	24,232	94.13	1.0426
NY	310,338	11.38	37,127	15.37	1.3505
OH	1,204,640	68.60	28,736	78.26	1.1408
OK	643,265	92.45	12,792	95.57	1.0337
OR	469,956	81.96	21,140	92.70	1.1311

State	Students in Schools That ID GT		Asian Students in Schools That ID GT		Ratio of Race to All
	N	%	N	%	
PA	1,394,078	80.82	47,749	75.62	0.9357
~~RI~~	~~1,540~~	~~1.09~~	~~7~~	~~0.16~~	~~0.1441~~
SC	690,448	90.11	10,788	92.39	1.0252
SD	39,656	28.94	959	41.43	1.4314
TN	539,484	54.03	12,714	67.61	1.2512
TX	4,943,581	93.24	204,308	95.94	1.0290
UT	244,720	36.81	5,791	51.66	1.4037
VA	1,196,120	93.08	74,117	86.90	0.9336
~~VT~~	~~1,969~~	~~2.37~~	~~21~~	~~1.13~~	~~0.4757~~
WA	790,129	72.16	56,898	70.64	0.9789
WI	528,598	60.90	23,491	71.54	1.1746
WV	207,906	74.65	1,471	81.72	1.0948
WY	47,350	49.99	359	46.38	0.9278

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE F3

2015–2016 Access to Identification as Gifted for All and Black Students With Ratio Between These

State	Students in Schools That ID GT		Black Students in Schools That ID GT		Ratio of Race to All
	N	%	N	%	
National	33,997,501	67.38	5,115,049	65.65	0.9743
AK	93,507	70.88	3,708	89.28	1.2596
AL	554,730	74.45	183,180	73.46	0.9868
AR	429,096	88.55	5,272	86.74	0.9796
AZ	716,942	63.30	0,363	67.10	1.0600
CA	4,249,918	67.78	49,983	68.52	1.0110
CO	840,019	93.38	8,887	93.45	1.0008
CT	176,984	33.01	22,304	32.40	0.9814
~~DC~~					
DE	46,078	33.17	13,809	31.86	0.9606
FL	2,442,435	87.86	28,593	84.28	0.9593
GA	1,689,184	95.61	07,563	92.96	0.9722
HI	116,520	63.78	2,544	72.09	1.1303
IA	470,768	93.90	26,280	92.16	0.9815
ID	154,633	52.25	1,582	50.19	0.9606
IL	522,291	25.76	66,099	18.83	0.7310
IN	872,826	84.53	93,425	73.91	0.8744
KS	418,652	85.27	28,729	81.38	0.9544
KY	639,451	92.97	61,235	84.07	0.9042
LA	626,191	86.70	253,526	79.61	0.9182
~~MA~~	~~39,668~~	~~4.16~~	~~6,323~~	~~7.51~~	~~1.8041~~
MD	620,735	69.46	207,249	66.71	0.9604
ME	141,393	79.64	5,469	90.20	1.1327
MI	157,555	10.20	19,704	7.07	0.6937
MN	472,047	53.60	62,447	67.83	1.2655
MO	655,279	70.51	96,762	65.10	0.9233
MS	351,591	71.57	69,408	69.40	0.9697
MT	77,322	52.46	895	65.47	1.2479
NC	1,441,276	92.88	67,360	91.93	0.9897
ND	32,657	29.57	2,497	48.19	1.6295
NE	263,692	83.19	19,749	90.14	1.0836
NH	16,872	9.24	170	4.84	0.5238
NJ	695,718	50.77	1,124	37.27	0.7342

State	Students in Schools That ID GT		Black Students in Schools That ID GT		Ratio of Race to All
	N	%	N	%	
NM	292,748	86.31	5,751	85.68	0.9927
NV	424,945	90.29	6,823	95.10	1.0532
NY	310,338	11.38	7,925	7.90	0.6938
OH	1,204,640	68.60	56,681	55.59	0.8104
OK	643,265	92.45	8,355	94.17	1.0186
OR	469,956	81.96	2,113	89.43	1.0913
PA	1,394,078	80.82	21,541	47.50	0.5877
~~RI~~	~~1,540~~	~~1.09~~	~~9~~	~~0.08~~	~~0.0696~~
SC	690,448	90.11	32,789	88.00	0.9766
SD	39,656	28.94	2,593	65.93	2.2780
TN	539,484	54.03	00,646	44.67	0.8266
TX	4,943,581	93.24	12,528	92.14	0.9882
UT	244,720	36.81	4,493	48.81	1.3262
VA	1,196,120	93.08	74,172	93.09	1.0001
~~VT~~	~~1,969~~	~~2.37~~	~~15~~	~~0.75~~	~~0.3163~~
WA	790,129	72.16	4,629	71.09	0.9852
WI	528,598	60.90	8,166	71.01	1.1659
WV	207,906	74.65	9,128	73.85	0.9893
WY	47,350	49.99	453	41.91	0.8383

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE F4

2015–2016 Access to Identification as Gifted for All and Latinx Students With Ratio Between These

State	Students in Schools that ID GT		Latinx Students in schools that ID GT		Ratio of Race to All
	N	%	N	%	
National	33,997,501	67.38	9,219,809	70.77	1.0504
AK	93,507	70.88	7,753	88.13	1.2434
AL	554,730	74.45	37,320	74.32	0.9983
AR	429,096	88.55	51,854	86.98	0.9822
AZ	716,942	63.30	340,838	67.60	1.0678
CA	4,249,918	67.78	2,361,122	69.80	1.0299
CO	840,019	93.38	275,316	91.70	0.9820
CT	176,984	33.01	38,131	30.92	0.9365
~~DC~~					
DE	46,078	33.17	8,600	38.97	1.1750
FL	2,442,435	87.86	785,767	89.43	1.0178
GA	1,689,184	95.61	249,510	97.21	1.0167
HI	116,520	63.78	13,001	59.08	0.9263
IA	470,768	93.90	47,456	92.54	0.9855
ID	154,633	52.25	27,360	53.72	1.0281
IL	522,291	25.76	120,076	23.22	0.9013
IN	872,826	84.53	96,497	84.56	1.0003
KS	418,652	85.27	70,738	76.24	0.8941
KY	639,451	92.97	34,268	83.49	0.8980
LA	626,191	86.70	39,241	91.91	1.0601
~~MA~~	~~39,668~~	~~4.16~~	~~8,420~~	~~4.92~~	~~1.1812~~
MD	620,735	69.46	113,005	79.95	1.1511
ME	141,393	79.64	2,817	80.90	1.0159
MI	157,555	10.20	9,468	8.49	0.8326
MN	472,047	53.60	46,242	60.32	1.1255
MO	655,279	70.51	41,378	76.17	1.0802
MS	351,591	71.57	14,128	77.77	1.0867

State	Students in Schools that ID GT		Latinx Students in schools that ID GT		Ratio of Race to All
	N	%	N	%	
MT	77,322	52.46	3,406	56.97	1.0858
NC	1,441,276	92.88	240,132	95.11	1.0240
ND	32,657	29.57	1,403	29.85	1.0095
NE	263,692	83.19	48,504	84.87	1.0202
NH	16,872	9.24	638	6.50	0.7032
NJ	695,718	50.77	145,360	41.69	0.8212
NM	292,748	86.31	178,093	85.97	0.9960
NV	424,945	90.29	183,674	93.72	1.0380
NY	310,338	11.38	56,764	8.07	0.7092
OH	1,204,640	68.60	57,645	65.09	0.9488
OK	643,265	92.45	102,616	93.04	1.0063
OR	469,956	81.96	100,828	78.14	0.9535
PA	1,394,078	80.82	122,752	68.51	0.8477
~~RI~~	~~1,540~~	~~1.09~~	~~42~~	~~0.12~~	~~0.1134~~
SC	690,448	90.11	58,199	90.65	1.0060
SD	39,656	28.94	2,650	38.13	1.3175
TN	539,484	54.03	49,244	54.91	1.0162
TX	4,943,581	93.24	2,559,469	92.19	0.9887
UT	244,720	36.81	44,968	41.76	1.1346
VA	1,196,120	93.08	168,445	91.13	0.9790
~~VT~~	~~1,969~~	~~2.37~~	~~9~~	~~0.65~~	~~0.2748~~
WA	790,129	72.16	179,826	72.66	1.0069
WI	528,598	60.90	65,876	66.97	1.0997
WV	207,906	74.65	3,199	74.07	0.9922
WY	47,350	49.99	5,761	45.12	0.9026

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE F5

2015–2016 Access to Identification as Gifted for All and Native Hawaiian/ Pacific Islander Students With Ratio Between These

State	Students in Schools That ID GT		NHPI Students in Schools That ID GT		Ratio of Race to All
	N	%	N	%	
National	33,997,501	67.38	126,641	65.05	0.9655
AK	93,507	70.88	3,185	88.52	1.2489
AL	554,730	74.45	601	74.20	0.9966
AR	429,096	88.55	2,762	78.94	0.8914
AZ	716,942	63.30	2,538	67.73	1.0700
CA	4,249,918	67.78	26,732	67.32	0.9933
CO	840,019	93.38	1,943	92.92	0.9951
CT	176,984	33.01	162	28.22	0.8549
~~DC~~					
DE	46,078	33.17	63	13.82	0.4165
FL	2,442,435	87.86	3,785	89.54	1.0191
GA	1,689,184	95.61	1,898	96.30	1.0072
HI	116,520	63.78	31,371	56.38	0.8840
IA	470,768	93.90	1,026	93.02	0.9907
ID	154,633	52.25	495	47.83	0.9153
IL	522,291	25.76	689	31.29	1.2145
IN	872,826	84.53	637	85.62	1.0129
KS	418,652	85.27	882	85.96	1.0082
KY	639,451	92.97	664	94.32	1.0145
LA	626,191	86.70	535	90.37	1.0423
~~MA~~	~~39,668~~	~~4.16~~	~~55~~	~~5.91~~	~~1.4193~~

State	Students in Schools That ID GT		NHPI Students in Schools That ID GT		Ratio of Race to All
	N	%	N	%	
MD	620,735	69.46	783	61.46	0.8848
ME	141,393	79.64	141	80.57	1.0117
MI	157,555	10.20	171	11.86	1.1630
MN	472,047	53.60	308	33.33	0.6219
MO	655,279	70.51	1,854	80.71	1.1446
MS	351,591	71.57	198	74.44	1.0401
MT	77,322	52.46	206	58.03	1.1060
NC	1,441,276	92.88	1,756	90.24	0.9715
ND	32,657	29.57	123	34.65	1.1717
NE	263,692	83.19	394	82.43	0.9909
NH	16,872	9.24	17	10.06	1.0889
NJ	695,718	50.77	1,696	55.97	1.1026
NM	292,748	86.31	440	89.98	1.0425
NV	424,945	90.29	6,080	93.32	1.0336
NY	310,338	11.38	796	11.99	1.0530
OH	1,204,640	68.60	1,247	73.70	1.0743
OK	643,265	92.45	2,122	93.23	1.0084
OR	469,956	81.96	3,015	73.22	0.8934
PA	1,394,078	80.82	1,087	83.10	1.0283
~~RI~~	~~1,540~~	~~1.09~~	~~2~~	~~1.00~~	~~0.9190~~
SC	690,448	90.11	942	90.40	1.0032
SD	39,656	28.94	24	19.67	0.6797
TN	539,484	54.03	632	60.95	1.1279
TX	4,943,581	93.24	6,797	95.44	1.0236
UT	244,720	36.81	4,883	48.30	1.3124
VA	1,196,120	93.08	1,863	93.01	0.9992
~~VT~~	~~1,969~~	~~2.37~~			
WA	790,129	72.16	8,415	73.87	1.0237
WI	528,598	60.90	435	58.31	0.9574
WV	207,906	74.65	108	77.70	1.0409
WY	47,350	49.99	83	46.11	0.9224

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE F6

2015-2016 Access to Identification as Gifted for All and Two or More Races Students With Ratio Between These

State	Students in Schools That ID GT		TMR Students in Schools That ID GT		Ratio of Race to All
	N	%	N	%	
National	33,997,501	67.38	1,222,825	70.02	1.0392
AK	93,507	70.88	11,799	85.88	1.2116
AL	554,730	74.45	8,715	72.14	0.9691
AR	429,096	88.55	9,969	87.29	0.9857
AZ	716,942	63.30	19,655	64.99	1.0267
CA	4,249,918	67.78	161,300	66.32	0.9786
CO	840,019	93.38	32,618	94.41	1.0111
CT	176,984	33.01	4,860	32.25	0.9769
~~DC~~					
DE	46,078	33.17	1,791	45.19	1.3626
FL	2,442,435	87.86	82,323	88.22	1.0041
GA	1,689,184	95.61	57,631	96.09	1.0050
HI	116,520	63.78	13,723	61.21	0.9598
IA	470,768	93.90	16,349	92.58	0.9860
ID	154,633	52.25	4,294	54.74	1.0476
IL	522,291	25.76	20,169	30.76	1.1939

State	Students in Schools That ID GT		TMR Students in Schools That ID GT		
	N	%	N	%	Ratio of Race to All
IN	872,826	84.53	39,938	83.32	0.9857
KS	418,652	85.27	20,893	86.15	1.0103
KY	639,451	92.97	21,107	90.02	0.9682
LA	626,191	86.70	13,114	89.58	1.0332
~~MA~~	~~39,668~~	~~4.16~~	~~1,412~~	~~3.79~~	~~0.9102~~
MD	620,735	69.46	27,238	71.00	1.0222
ME	141,393	79.64	2,853	79.03	0.9924
MI	157,555	10.20	5,550	10.75	1.0539
MN	472,047	53.60	20,200	60.85	1.1353
MO	655,279	70.51	24,517	81.70	1.1586
MS	351,591	71.57	3,112	80.31	1.1222
MT	77,322	52.46	2,271	56.12	1.0696
NC	1,441,276	92.88	56,150	92.29	0.9936
ND	32,657	29.57	307	23.89	0.8079
NE	263,692	83.19	10,037	91.58	1.1009
NH	16,872	9.24	463	9.25	1.0016
NJ	695,718	50.77	15,394	57.43	1.1313
NM	292,748	86.31	5,240	94.50	1.0949
NV	424,945	90.29	26,274	92.57	1.0253
NY	310,338	11.38	7,511	13.68	1.2013
OH	1,204,640	68.60	56,995	68.00	0.9912
OK	643,265	92.45	53,247	92.72	1.0029
OR	469,956	81.96	27,633	83.54	1.0194
PA	1,394,078	80.82	42,256	71.16	0.8805
~~RI~~	~~1,540~~	~~1.09~~	60	~~1.02~~	~~0.9371~~
SC	690,448	90.11	24,791	91.32	1.0134
SD	39,656	28.94	1,661	35.10	1.2129
TN	539,484	54.03	12,074	57.28	1.0600
TX	4,943,581	93.24	106,841	94.58	1.0144
UT	244,720	36.81	4,380	27.27	0.7410
VA	1,196,120	93.08	61,865	93.76	1.0073
~~VT~~	~~1,969~~	~~2.37~~	~~15~~	~~0.67~~	~~0.2810~~
WA	790,129	72.16	58,400	71.10	0.9852
WI	528,598	60.90	17,273	64.59	1.0606
WV	207,906	74.65	5,772	80.82	1.0826
WY	47,350	49.99	785	39.69	0.7939

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE F7

2015–2016 Access to Identification as Gifted for All and White Students With Ratio Between These

State	Students in Schools That ID GT		White Students in Schools That ID GT		
	N	%	N	%	Ratio of Race to All
National	33,997,501	67.38	16,339,544	66.22	0.9828
AK	93,507	70.88	50,059	79.60	1.1229
AL	554,730	74.45	312,085	75.47	1.0137
AR	429,096	88.55	269,893	89.69	1.0129
AZ	716,942	63.30	273,328	60.96	0.9629
CA	4,249,918	67.78	956,108	63.36	0.9348
CO	840,019	93.38	458,499	94.18	1.0087
CT	176,984	33.01	101,068	33.69	1.0205
~~DC~~					
DE	46,078	33.17	19,602	30.90	0.9316
FL	2,442,435	87.86	969,112	88.57	1.0081

State	Students in Schools That ID GT		White Students in Schools That ID GT		Ratio of Race to All
	N	%	N	%	
GA	1,689,184	95.61	703,452	97.10	1.0156
HI	116,520	63.78	17,207	73.49	1.1522
IA	470,768	93.90	366,546	94.27	1.0039
ID	154,633	52.25	116,587	51.83	0.9919
IL	522,291	25.76	271,127	27.40	1.0637
IN	872,826	84.53	620,368	86.29	1.0209
KS	418,652	85.27	280,890	88.10	1.0332
KY	639,451	92.97	511,955	95.18	1.0237
LA	626,191	86.70	304,678	92.42	1.0659
~~MA~~	~~39,668~~	~~4.16~~	~~19,297~~	~~3.24~~	~~0.7786~~
MD	620,735	69.46	222,568	64.73	0.9319
ME	141,393	79.64	127,009	79.22	0.9948
MI	157,555	10.20	116,466	11.18	1.0961
MN	472,047	53.60	296,356	49.06	0.9153
MO	655,279	70.51	473,641	70.43	0.9988
MS	351,591	71.57	160,495	73.42	1.0260
MT	77,322	52.46	64,719	55.41	1.0561
NC	1,441,276	92.88	712,448	92.71	0.9982
ND	32,657	29.57	23,689	27.31	0.9237
NE	263,692	83.19	174,890	81.74	0.9826
NH	16,872	9.24	15,116	9.58	1.0367
NJ	695,718	50.77	369,461	57.88	1.1401
NM	292,748	86.31	68,332	85.08	0.9857
NV	424,945	90.29	134,874	84.20	0.9325
NY	310,338	11.38	168,343	13.77	1.2098
OH	1,204,640	68.60	901,870	71.51	1.0424
OK	643,265	92.45	321,520	92.01	0.9952
OR	469,956	81.96	298,670	82.38	1.0052
PA	1,394,078	80.82	1,056,602	90.83	1.1238
~~RI~~	~~1,540~~	~~1.09~~	~~1,400~~	~~1.67~~	~~1.5304~~
SC	690,448	90.11	360,647	91.30	1.0131
SD	39,656	28.94	28,562	27.57	0.9525
TN	539,484	54.03	363,195	56.69	1.0491
TX	4,943,581	93.24	1,435,634	95.17	1.0207
UT	244,720	36.81	178,033	35.36	0.9608
VA	1,196,120	93.08	612,195	94.38	1.0139
~~VT~~	~~1,969~~	~~2.37~~	~~1,907~~	~~2.55~~	~~1.0720~~
WA	790,129	72.16	442,700	72.52	1.0049
WI	528,598	60.90	359,165	58.22	0.9559
WV	207,906	74.65	188,011	74.47	0.9976
WY	47,350	49.99	39,165	52.72	1.0545

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

APPENDIX G

2015–2016 Access to Identification as Gifted in all Schools by State by Locale with Percentages, and Ratios

State	% of Students in Schools That ID GT	% of City Students in Schools That ID GT	Ratio of City to All	% of Suburb Students in Schools That ID GT	Ratio of Suburb to All	% of Town Students in Schools That ID GT	Ratio of Town to All	% of Rural Students in Schools That ID GT	Ratio of Rural to all
AK	70.88	97.43	1.37	61.39	0.87	77.86	1.10	36.87	0.52
AL	74.45	63.26	0.85	72.20	0.97	75.66	1.02	82.14	1.10
AR	88.55	81.13	0.92	93.98	1.06	86.03	0.97	95.25	1.08
AZ	63.30	68.39	1.08	69.32	1.10	37.41	0.59	53.35	0.84
CA	67.78	69.88	1.03	76.10	1.12	44.24	0.65	53.00	0.78
CO	93.38	95.14	1.02	94.88	1.02	89.01	0.95	88.20	0.94
CT	33.01	30.35	0.92	37.15	1.13	14.83	0.45	25.39	0.77
DE	33.17	55.48	1.67	37.06	1.12	29.73	0.90	13.18	0.40
FL	87.86	84.30	0.96	88.34	1.01	91.18	1.04	92.29	1.05
GA	95.61	88.92	0.93	99.04	1.04	94.59	0.99	96.28	1.01
HI	63.78	60.75	0.95	67.85	1.06	64.54	1.01	50.05	0.78
IA	93.90	94.89	1.01	93.66	1.00	91.07	0.97	95.84	1.02
ID	52.25	57.52	1.10	48.94	0.94	59.50	1.14	44.28	0.85
IL	25.76	20.48	0.79	34.99	1.36	11.19	0.43	12.78	0.50
IN	84.53	77.79	0.92	88.19	1.04	86.18	1.02	87.54	1.04
KS	85.27	79.82	0.94	98.27	1.15	86.31	1.01	84.67	0.99
KY	92.97	70.72	0.76	95.15	1.02	96.92	1.04	98.84	1.06
LA	86.70	79.63	0.92	94.13	1.09	82.10	0.95	89.67	1.03
MD	69.46	49.65	0.71	78.94	1.14	59.05	0.85	60.27	0.87
ME	79.64	89.76	1.13	81.25	1.02	77.34	0.97	77.51	0.97
MI	10.20	7.66	0.75	12.63	1.24	13.05	1.28	7.15	0.70
MN	53.60	75.53	1.41	71.14	1.33	31.35	0.58	26.79	0.50
MO	70.51	69.63	0.99	83.96	1.19	67.93	0.96	56.72	0.80
MS	71.57	85.81	1.20	69.77	0.97	63.57	0.89	73.82	1.03
MT	52.46	77.98	1.49	95.03	1.81	56.24	1.07	29.58	0.56
NC	92.88	91.52	0.99	93.66	1.01	88.59	0.95	94.89	1.02
ND	29.57	56.64	1.92	28.67	0.97	35.50	1.20	9.27	0.31
NE	83.19	95.63	1.15	92.26	1.11	78.13	0.94	62.85	0.76
NH	9.24	0.42	0.04	16.18	1.75	4.06	0.44	7.70	0.83
NJ	50.77	27.08	0.53	54.20	1.07	43.29	0.85	51.06	1.01
NM	86.31	95.96	1.11	90.56	1.05	76.59	0.87	83.57	0.97
NV	90.29	94.51	1.05	98.49	1.09	46.32	0.51	64.74	0.72
NY	11.38	10.04	0.88	9.19	0.81	33.94	2.98	6.72	0.59
OH	68.60	56.38	0.82	72.44	1.06	71.39	1.04	70.37	1.03
OK	92.45	97.90	1.06	96.07	1.04	88.20	0.95	89.59	0.97
OR	81.96	82.99	1.01	84.84	1.04	82.91	1.01	74.83	0.91
PA	80.82	38.53	0.48	91.83	1.14	91.13	1.13	94.30	1.17
SC	90.11	89.36	0.99	93.32	1.04	85.33	0.95	89.58	0.99
SD	28.94	60.36	2.09	0.00	0.00	26.80	0.93	12.39	0.42
TN	54.03	48.43	0.90	54.87	1.02	62.72	1.16	54.92	1.02
TX	93.24	89.99	0.97	96.12	1.03	94.07	1.01	96.12	1.03
UT	36.81	38.25	1.04	38.63	1.05	30.06	0.82	30.34	0.82
VA	93.08	93.32	1.00	90.07	0.97	98.45	1.06	97.14	1.04
WA	72.16	78.19	1.08	67.35	0.93	73.40	1.02	71.93	1.00
WI	60.90	75.77	1.24	68.45	1.12	52.47	0.86	39.89	0.65
WV	74.65	90.59	1.21	87.76	1.18	69.88	0.94	65.12	0.87
WY	49.99	49.59	0.99	52.29	1.05	53.77	1.08	45.16	0.90

Note. States in bold have mandates regarding the identification and service of students with gifts and talents.

Note. A blank cell indicates there are no schools designated with this locale.

Note. District of Columbia, Massachusetts, Rhode Island, and Vermont are not included in this table because fewer than 5% of their students have access to identification.

Appendix H
National Trends in Representation as Gifted for Students Grouped by Race and School Title I Status

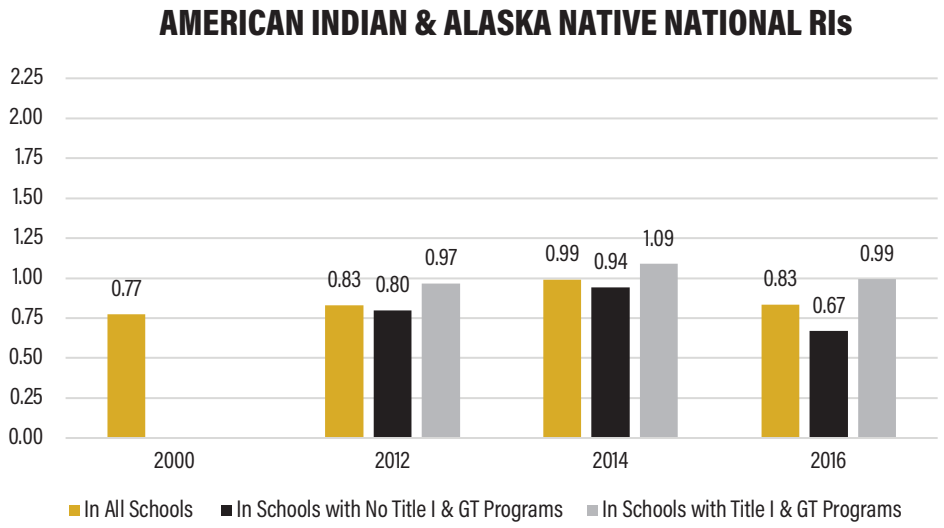

FIGURE H1. **National Trends in Representation as Gifted for AIAN Students by Title I Status**

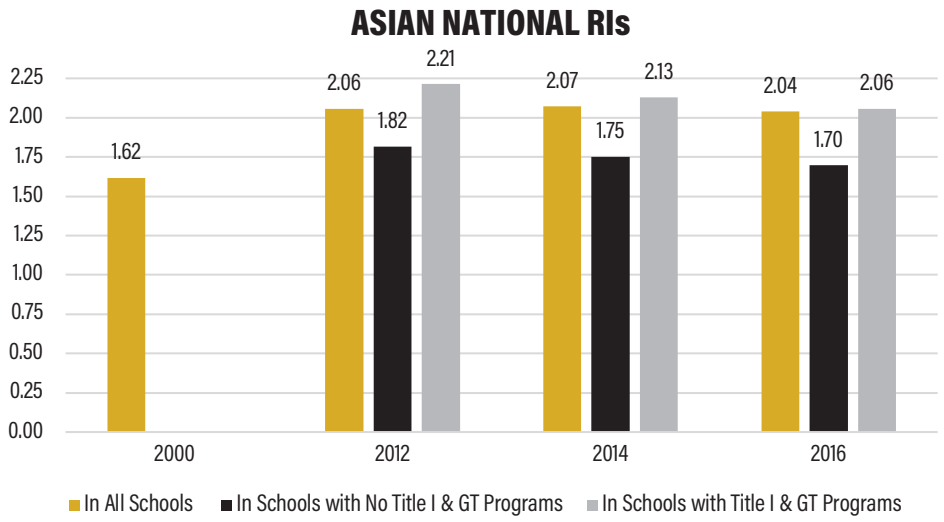

FIGURE H2. **National Trends in Representation as Gifted for Asian Students by Title I Status**

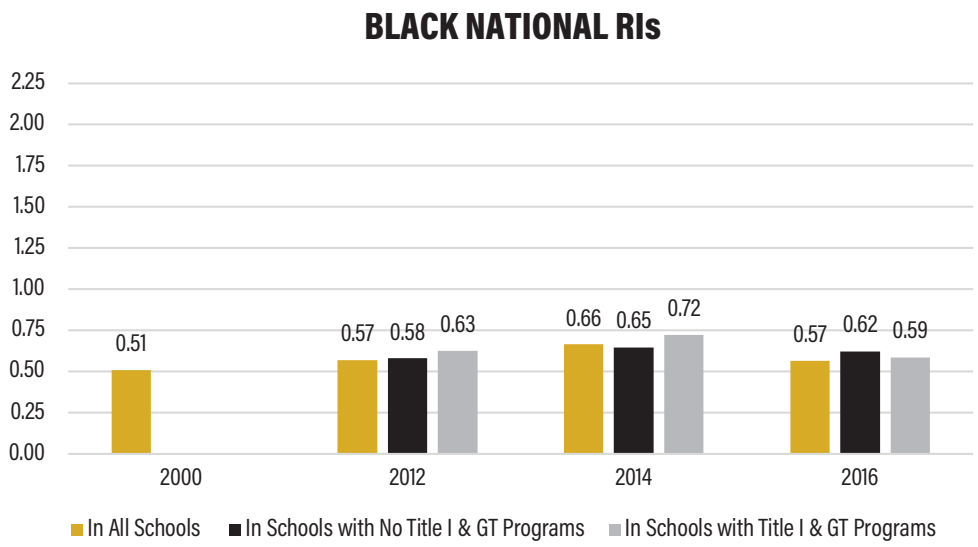

FIGURE H3. **National Trends in Representation as Gifted for Black Students by Title I Status**

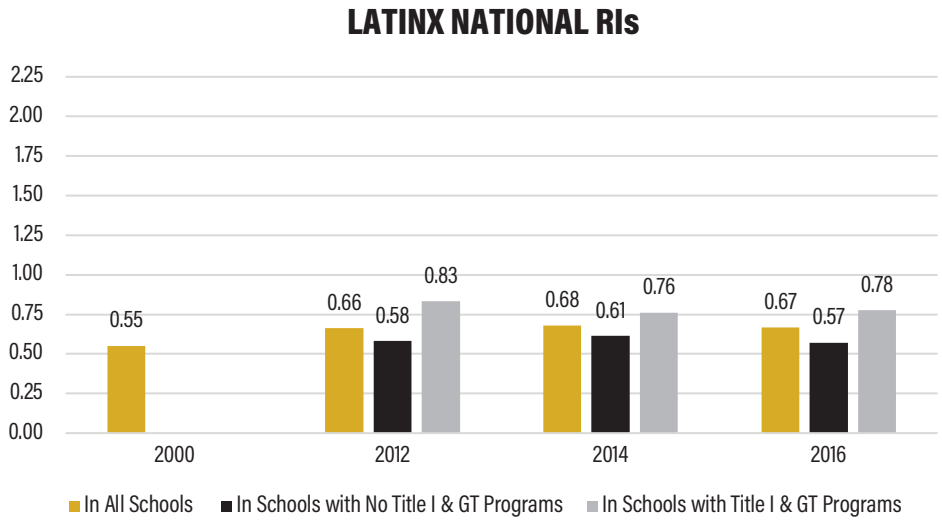

FIGURE H4. **National Trends in Representation as Gifted for Latinx Students by Title I Status**

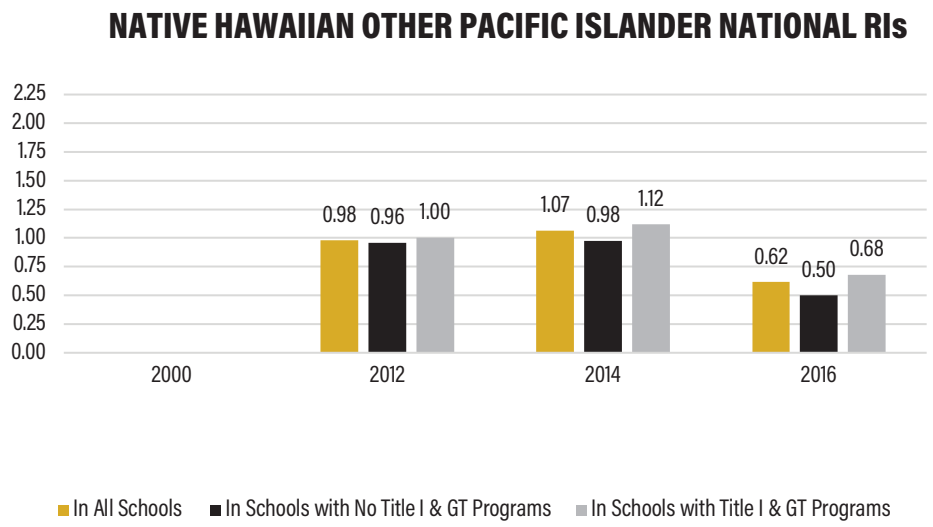

FIGURE H5. **National Trends in Representation as Gifted for Native Hawaiian/ Pacific Islander Students by Title I Status**

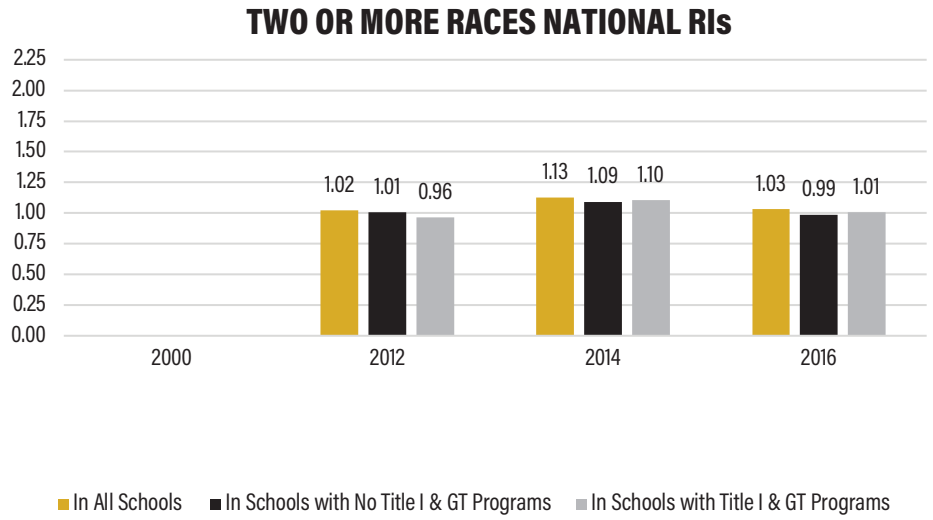

FIGURE H6. **National Trends in Representation as Gifted for Students with Two or More Races by Title I Status**

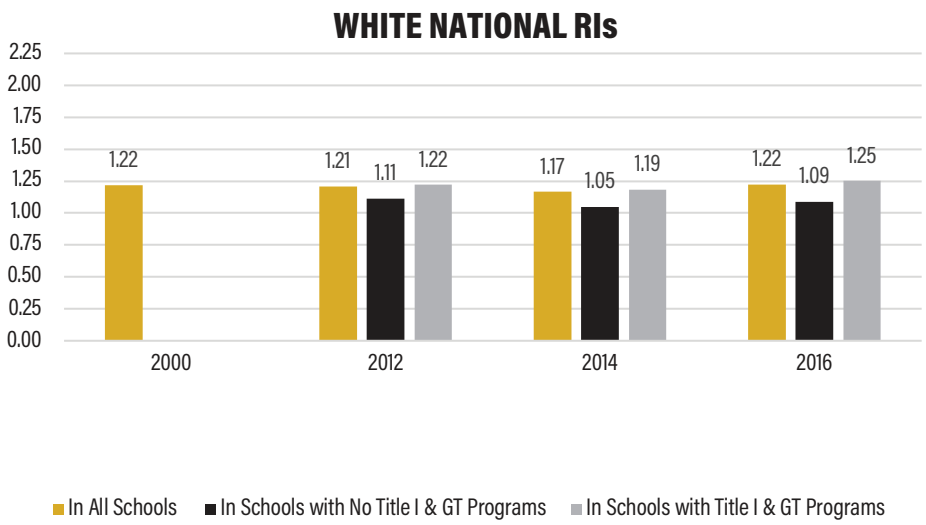

FIGURE H7. **National Trends in Representation as Gifted for White Students by Title I Status**

Appendix I
2015–2016 Representation Indicies and Enrollment Percentages by School Locale and Title I Status With Students Grouped by Race

TABLE I1

2015–2016 American Indian/Alaska Native Representation Indices in All, Non-Title I, and Title I Schools by Locale for Nation and States

	AIAN City RI			AIAN Suburb RI			AIAN Town RI			AIAN Rural RI		
State	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I
National	0.62	0.53	0.69	0.76	0.73	0.84	1.07	0.65	1.19	1.04	0.89	1.19
AK	0.39	0.34	0.44	0.44	0.54	0.23	0.31	0.32	0.32	0.27	0.32	0.33
AL	1.38	1.20	1.29	0.88	0.85	0.81	1.18	0.74	1.39	1.31	1.09	1.48
AR	0.78	0.44	0.81	0.71	1.01	0.67	0.51	0.15	0.55	0.74	0.62	0.75
AZ	0.49	1.28	0.49	0.51		0.51	1.28		1.27	0.39	0.00	0.39
CA	0.85	0.75	0.89	0.73	0.63	0.81	0.78	0.73	0.80	0.52	0.50	0.56
CO	0.65	0.63	0.78	0.48	0.46	0.87	0.25	0.27	0.17	0.43	0.53	0.36
CT	1.26	1.94	0.00	0.50	0.75	0.38	0.00		0.00	1.04	1.04	1.08
~~DC~~												
DE	0.79	0.89	0.76	2.32	1.31	2.87	1.84		1.84	1.13	1.37	2.97
FL	0.86	0.75	0.87	0.76	0.69	0.79	1.53	0.00	1.60	0.60	0.54	0.65
GA	0.81	0.69	0.87	0.91	0.83	1.02	0.87	0.69	0.95	0.72	0.82	0.57
HI	0.51	0.00	1.06	0.53	0.51	0.60	1.35	0.00	1.39	0.45	0.00	1.38
IA	0.56	0.37	0.68	0.38	0.37	0.40	0.45	0.61	0.42	0.35	0.25	0.43
ID	0.31	0.18	0.37	0.64	0.75	0.61	0.22	0.00	0.23	0.46	0.00	0.46
IL	0.61	0.59	0.66	0.49	0.35	0.52	0.84	0.00	0.88	0.11	0.00	0.15
IN	0.89	0.60	0.99	0.62	0.64	0.58	0.54	0.22	0.59	0.63	0.57	0.65
KS	0.73	0.86	0.72	0.39	0.14	0.56	0.80	0.00	0.86	0.47	0.59	0.45
KY	0.58	0.00	0.62	0.89	1.12	0.85	0.83	0.00	0.86	0.70	0.37	0.72
LA	0.57	0.70	0.58	0.81	1.43	0.77	0.64	0.00	0.70	0.62	0.51	0.71
~~MA~~	~~0.89~~	~~1.06~~	~~0.47~~	~~1.04~~	~~0.71~~	~~1.29~~				~~0.00~~		~~0.00~~
MD	0.78	0.76	0.79	0.56	0.49	0.66	0.66	0.77	0.00	0.53	0.54	0.39
ME	0.63	0.00	0.70	0.70	0.52	0.78	0.62	0.00	0.63	0.31	0.83	0.26
MI	1.21	1.11	1.45	0.51	0.50	0.62	0.71	0.92	0.54	0.51	0.82	0.64
MN	0.63	0.41	0.62	0.54	0.59	0.46	0.31	0.52	0.05	0.51	0.13	0.86
MO	0.42	0.49	0.45	0.69	0.90	0.56	0.68	0.47	0.71	1.06	0.60	1.16
MS	0.89	0.00	0.93	1.30	1.50	1.23	0.62	0.34	0.68	0.48	0.42	0.49
MT	0.39	0.69	0.35	0.68		0.68	0.44	0.46	0.45	1.07	0.00	1.02
NC	0.61	0.67	0.62	0.71	0.79	0.83	0.65	0.94	0.67	0.57	0.59	0.64
ND	0.28	0.50	0.05	0.26	0.13	0.36	0.51	0.55	0.31	1.09	0.00	1.13
NE	0.36	0.34	0.56	0.54	0.51	0.92	0.50	0.48	0.55	0.51	0.47	0.71
NH				0.00	0.00	0.00	0.00		0.00	0.84	0.00	0.96
NJ	0.75	0.00	0.86	0.67	0.56	0.73	0.00	0.00	0.00	0.59	1.61	0.38
NM	0.40	0.27	0.45	0.38	0.22	0.42	0.81	0.36	0.89	0.75	0.56	0.90
NV	0.74	0.70	0.76	0.81	0.76	0.77	0.44	0.47	0.55	0.43	0.48	0.31
NY	0.79	0.00	0.75	0.57		0.57	0.92	1.27	0.00	1.26	0.00	1.27
OH	0.83	0.00	0.98	0.74	0.72	0.75	0.42	0.23	0.49	0.57	0.42	0.64
OK	0.99	0.88	1.01	0.81	0.87	0.80	0.98	1.02	0.98	1.02	0.97	1.04
OR	0.44	0.42	0.66	0.38	0.37	0.49	0.64	0.64	0.56	0.39	0.46	0.48
PA	0.79	0.00	0.90	0.56	0.59	0.56	0.57	0.00	0.70	0.50	0.27	0.59
~~RI~~				~~0.00~~		~~0.00~~				~~1.25~~	~~0.00~~	~~1.73~~
SC	0.46	0.47	0.45	0.64	0.64	0.70	0.91	0.85	0.98	0.66	0.65	0.84
SD	0.17	0.26	0.00				0.08	0.33	0.06	0.33	1.50	0.53
TN	0.78	1.51	0.39	0.35	0.18	0.58	0.99	0.00	1.22	1.01	0.00	1.22
TX	0.72	0.59	0.76	0.68	0.66	0.71	0.77	0.81	0.76	0.83	0.68	0.87
UT	0.23	0.21	0.34	0.76	0.84	0.76	0.74	0.64	0.73	0.48	1.13	0.30
VA	0.96	0.90	1.17	0.62	0.59	0.90	0.61	0.57	0.73	0.60	0.55	0.71
~~VT~~										~~0.00~~	~~0.00~~	~~0.00~~
WA	0.36	0.35	0.37	0.50	0.57	0.47	0.43	0.42	0.44	0.49	0.51	0.48
WI	0.55	0.23	0.06	0.57	0.75	0.05	0.34	0.16	0.03	0.70	0.48	0.06
WV	0.39	0.45	0.00	1.37	1.77	0.00	0.00	0.00	0.00	0.84	0.00	2.04
WY	0.00	0.00	0.00	0.00		0.00	0.54	0.58	0.50	1.98	1.80	0.00

Note. A blank indicates there are no students in that setting from this group.

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE I2

2015–2016 Asian Representation Indices in All, Non-Title I, and Title I Schools by Locale for Nation and States

	Asian City RI			Asian Suburb RI			Asian Town RI			Asian Rural RI		
State	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I
National	1.99	1.57	2.08	1.95	1.69	2.00	1.75	1.69	1.72	1.99	1.72	1.81
AK	0.93	0.81	1.07	1.37	1.18	2.06	0.91	0.91	0.98	0.72	0.69	0.45
AL	2.45	1.22	3.51	1.71	1.38	2.16	1.72	1.35	1.90	1.93	1.42	2.23
AR	1.51	1.84	1.44	1.57	1.41	1.61	1.15	1.22	1.15	1.34	1.35	1.31
AZ	2.14	1.82	2.15	2.39	0.93	2.42	1.93		2.00	1.79	0.00	1.79
CA	1.88	1.53	2.03	1.96	1.72	1.94	1.16	0.89	1.24	1.77	1.42	2.15
CO	1.56	1.48	1.64	1.60	1.50	1.94	1.51	1.47	1.51	1.58	1.33	2.42
CT	1.76	1.52	2.10	1.88	1.86	1.69	5.25	0.00	5.63	1.73	1.81	1.00
~~DC~~												
DE	3.15	2.15	3.50	2.02	2.16	2.00	2.30		2.30	2.16	1.33	4.19
FL	2.37	1.84	2.43	2.11	1.82	2.04	1.75	3.26	1.52	2.76	2.24	2.47
GA	2.53	1.53	2.60	2.19	1.75	2.09	1.77	1.49	1.84	2.03	1.75	2.07
HI	1.32	1.45	1.22	1.24	1.19	1.29	1.56	1.04	1.69	1.76	1.85	1.52
IA	1.34	1.56	1.19	1.83	1.87	1.75	1.20	1.49	1.10	1.41	1.47	1.20
ID	3.00	3.23	2.27	0.97	0.88	1.01	1.79	4.40	1.43	1.19	1.50	1.17
IL	1.53	1.31	1.64	1.67	1.57	1.74	1.42	0.00	1.43	1.29	1.53	1.05
IN	1.67	1.68	1.26	1.56	1.48	1.48	1.44	1.16	1.47	1.19	1.60	0.89
KS	2.26	2.39	1.95	2.13	2.24	1.87	1.74	1.49	1.77	2.56	2.60	2.01
KY	1.67	0.90	1.75	1.70	1.73	1.54	1.78	1.40	1.80	1.41	1.45	1.39
LA	3.32	2.13	3.67	2.08	1.91	2.12	1.95	1.66	1.98	2.78	2.19	2.75
~~MA~~	~~0.61~~	~~0.60~~	~~0.66~~	~~1.46~~	~~2.09~~	~~1.25~~				~~0.80~~	~~0.00~~	~~1.44~~
MD	1.43	1.17	1.59	1.88	1.63	2.11	3.12	2.12	1.89	2.68	2.36	3.06
ME	1.26	4.10	1.10	1.58	1.70	1.59	1.71	2.00	1.71	1.77	2.57	1.57
MI	2.55	2.14	1.68	2.31	2.20	1.88	2.24	3.05	1.42	1.33	1.19	1.49
MN	1.52	1.22	1.50	1.23	1.24	1.27	1.13	1.21	1.04	1.84	1.82	0.91
MO	2.08	2.10	1.72	2.47	2.27	2.55	1.95	1.98	1.90	2.27	2.20	2.05
MS	1.58	0.39	1.65	1.50	1.32	1.71	2.76	1.57	3.12	1.96	1.57	2.11
MT	1.41	0.73	1.57	3.45		3.45	1.11		1.15	1.50	0.00	1.62
NC	1.94	1.44	2.15	1.78	1.40	1.48	1.76	1.47	1.78	1.47	1.15	1.45
ND	1.73	2.12	0.64	1.26	1.63	1.08	0.67	1.00	0.25	0.86	1.21	0.00
NE	1.28	1.36	0.93	1.43	1.35	1.89	1.70	1.52	1.99	1.27	1.17	0.98
NH	1.07		1.07	2.32	2.07	2.36	2.17		2.17	1.70	0.00	2.14
NJ	1.87	1.14	2.07	1.82	1.81	1.82	2.29	1.32	2.43	1.73	1.53	1.73
NM	2.12	1.41	2.09	2.63	1.80	1.97	3.88	2.16	3.88	2.67	1.84	2.44
NV	1.62	1.27	2.10	1.63	1.24	1.86	1.39	1.17	1.98	1.22	1.19	1.23
NY	1.51	0.74	0.90	1.24		1.24	1.65	1.61	2.38	1.97	1.47	2.23
OH	1.44	1.62	1.28	1.88	1.65	1.95	2.06	1.37	2.29	2.15	1.92	1.90
OK	2.01	1.70	2.03	1.66	1.33	1.76	1.96	1.68	1.92	1.41	0.98	1.46
OR	1.61	1.56	1.96	2.86	2.60	2.39	1.95	1.87	1.77	3.93	3.46	2.67
PA	1.53	1.12	1.55	2.35	2.15	2.40	2.75	3.96	2.44	3.16	2.86	2.42
~~RI~~				~~1.03~~		~~1.03~~				~~0.00~~	~~0.00~~	
SC	1.69	1.46	1.95	1.53	1.43	1.51	2.10	1.63	2.67	2.04	1.63	2.47
SD	1.29	1.37	1.45				2.81	3.45	2.28	2.92	3.59	0.48
TN	2.31	1.79	2.38	2.31	1.93	2.22	2.58	2.75	1.96	3.15	1.55	3.77
TX	2.29	1.88	1.94	2.33	1.93	2.21	2.13	1.68	2.15	2.47	2.03	2.27
UT	1.99	2.07	1.70	2.05	2.03	2.51	1.55	1.69	0.58	2.68	1.79	6.24
VA	1.69	1.51	1.87	1.79	1.65	2.26	2.06	1.84	2.56	2.21	1.90	2.34
~~VT~~										~~5.42~~	~~0.00~~	~~4.66~~
WA	1.98	2.09	1.89	1.87	1.94	1.85	2.16	1.74	2.27	1.91	1.68	1.98
WI	1.06	0.92	1.18	1.34	1.31	1.36	1.25	1.28	1.28	1.28	1.14	1.48
WV	4.10	3.70	1.50	3.78	3.87	1.21	2.83	2.05	4.61	1.51	1.29	1.88
WY	2.64	0.92	4.21	0.00		0.00	1.38	1.12	2.00	2.44	2.57	1.19

Note. A blank indicates there are no students in that setting from this group.

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE I3

2015–2016 Black Representation Indices in All, Non-Title I, and Title I Schools by Locale for Nation and States

	Black City RI			Black Suburb RI			Black Town RI			Black Rural RI		
State	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I
National	0.55	0.60	0.58	0.59	0.64	0.62	0.51	0.63	0.51	0.51	0.58	0.50
AK	0.47	0.35	0.56	0.56	0.54	0.66	0.78	0.70	1.01	0.91	0.89	0.45
AL	0.58	0.38	0.72	0.46	0.46	0.51	0.46	0.44	0.48	0.48	0.52	0.48
AR	1.00	0.45	1.02	0.55	0.34	0.57	0.62	0.56	0.62	0.78	0.80	0.78
AZ	0.43	0.44	0.43	0.38	0.00	0.38	0.58		0.61	0.44	0.00	0.47
CA	0.59	0.57	0.62	0.56	0.55	0.60	0.46	0.55	0.43	0.61	0.47	0.71
CO	0.50	0.48	0.66	0.40	0.41	0.49	0.29	0.21	0.61	0.28	0.30	0.29
CT	0.55	0.51	0.70	0.58	0.66	0.56	0.42	0.00	0.40	0.51	0.52	0.40
~~DC~~												
DE	0.56	0.62	0.55	0.55	0.42	0.55	0.17		0.17	0.96	0.63	0.42
FL	0.36	0.35	0.39	0.45	0.35	0.51	0.44	0.68	0.44	0.41	0.48	0.44
GA	0.46	0.50	0.57	0.53	0.52	0.77	0.35	0.30	0.38	0.47	0.58	0.46
HI	0.50	0.42	0.73	0.50	0.48	0.57	1.21	0.00	1.28	0.34	0.56	0.00
IA	0.36	0.30	0.42	0.22	0.17	0.27	0.34	0.37	0.35	0.23	0.17	0.29
ID	0.42	0.50	0.41	0.45	0.54	0.42	0.63	0.95	0.62	0.13	0.00	0.14
IL	0.73	1.30	0.62	0.69	0.75	0.71	0.37	0.00	0.37	0.47	0.50	0.42
IN	0.46	0.48	0.51	0.47	0.51	0.55	0.37	0.62	0.37	0.44	0.51	0.43
KS	0.30	0.25	0.36	0.28	0.25	0.33	0.34	0.16	0.35	0.44	0.36	0.48
KY	0.41	0.42	0.42	0.39	0.67	0.36	0.50	0.60	0.50	0.47	0.61	0.47
LA	0.57	0.55	0.66	0.52	0.42	0.56	0.62	0.47	0.64	0.49	0.36	0.55
~~MA~~	~~0.86~~	~~0.25~~	~~0.98~~	~~0.76~~	~~1.12~~	~~0.63~~				~~0.00~~	~~0.00~~	~~0.00~~
MD	0.56	0.66	0.67	0.70	0.62	0.81	0.37	0.83	0.53	0.71	0.75	0.77
ME	0.39	0.55	0.38	0.17	0.16	0.18	0.82	0.53	0.84	0.47	0.57	0.45
MI	1.11	1.47	1.13	0.62	0.53	1.03	0.14	0.64	0.07	0.23	0.24	0.18
MN	0.56	0.32	0.58	0.58	0.61	0.58	0.34	0.20	0.46	0.74	0.76	0.49
MO	0.53	0.70	0.58	0.48	0.53	0.48	0.27	0.32	0.25	0.38	0.37	0.33
MS	0.94	0.44	0.95	0.43	0.43	0.46	0.53	0.40	0.56	0.52	0.43	0.55
MT	0.64	0.41	0.68	0.00		0.00	0.16	0.00	0.19	0.34	0.00	0.38
NC	0.40	0.41	0.46	0.35	0.38	0.38	0.42	0.43	0.44	0.41	0.40	0.43
ND	0.26	0.28	0.28	0.28	0.38	0.26	0.51	0.55	0.49	0.00	0.00	0.00
NE	0.47	0.44	0.72	0.38	0.37	0.63	0.46	0.53	0.42	0.62	0.60	0.37
NH	1.07		1.07	0.49	0.59	0.46	3.80		3.80	0.59	1.32	0.38
NJ	0.93	0.32	1.03	0.64	0.49	0.68	0.85	0.00	0.90	0.49	0.66	0.54
NM	0.72	0.59	0.77	0.72	0.36	0.81	0.49	0.32	0.52	0.85	0.60	0.87
NV	0.35	0.29	0.42	0.42	0.44	0.44	0.63	0.80	0.40	0.34	0.34	0.34
NY	0.81	0.81	0.92	0.77		0.77	0.45	0.47	0.29	0.82	0.37	1.05
OH	0.54	0.47	0.57	0.28	0.30	0.31	0.36	0.40	0.38	0.40	0.31	0.44
OK	0.56	0.57	0.57	0.53	0.67	0.53	0.77	0.68	0.79	0.54	0.43	0.56
OR	0.33	0.33	0.63	0.35	0.35	0.46	0.51	0.51	0.51	0.46	0.42	0.50
PA	0.57	1.02	0.58	0.31	0.29	0.33	0.41	0.33	0.43	0.41	0.44	0.42
~~RI~~				~~0.00~~		~~0.00~~				~~0.00~~	~~0.00~~	~~0.00~~
SC	0.52	0.51	0.76	0.52	0.57	0.51	0.58	0.52	0.70	0.49	0.56	0.54
SD	0.17	0.17	0.43				0.16	0.00	0.21	0.51	0.69	0.64
TN	0.44	0.43	0.51	0.43	0.69	0.39	0.43	1.02	0.41	0.51	0.31	0.57
TX	0.53	0.46	0.58	0.47	0.36	0.57	0.49	0.36	0.50	0.46	0.43	0.48
UT	0.93	0.78	1.47	0.83	0.72	1.37	0.79	0.72	1.00	1.05	0.56	3.63
VA	0.55	0.57	0.72	0.45	0.47	0.57	0.64	0.77	0.45	0.39	0.37	0.52
~~VT~~										~~2.17~~	~~0.00~~	~~1.74~~
WA	0.23	0.21	0.24	0.57	0.53	0.58	0.69	1.03	0.55	0.42	0.61	0.37
WI	0.63	0.34	0.00	0.53	0.46	0.00	0.43	0.43	0.00	0.33	0.29	0.00
WV	0.39	0.31	0.70	0.56	0.62	0.58	0.30	0.38	0.23	0.43	0.19	0.82
WY	0.85	0.49	1.09	0.00		0.00	0.76	0.52	1.36	0.21	0.36	0.00

Note. A blank indicates there are no students in that setting from this group.

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE I4

2015–2016 Latinx Representation Indices in All, Non-Title I, and Title I Schools by Locale for Nation and States

	Latinx City RI			Latinx Suburb RI			Latinx Town RI			Latinx Rural RI		
State	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I
National	0.71	0.56	0.83	0.63	0.59	0.76	0.55	0.41	0.59	0.57	0.54	0.62
AK	0.60	0.50	0.70	0.67	0.73	0.52	0.72	0.72	0.67	0.61	0.43	1.01
AL	0.62	0.46	0.73	0.45	0.45	0.50	0.52	0.58	0.50	0.54	0.39	0.62
AR	0.54	0.33	0.55	0.46	0.55	0.44	0.58	0.46	0.59	0.63	0.35	0.66
AZ	0.65	0.78	0.65	0.58	0.61	0.58	0.62		0.62	0.82	0.00	0.83
CA	0.74	0.65	0.80	0.73	0.67	0.83	0.80	0.53	0.84	0.76	0.71	0.80
CO	0.63	0.54	0.98	0.46	0.49	0.72	0.44	0.45	0.48	0.46	0.49	0.48
CT	0.60	0.67	0.64	0.45	0.50	0.49	0.36	0.52	0.29	0.51	0.80	0.31
~~DC~~												
DE	0.55	0.42	0.60	0.51	0.29	0.53	0.31		0.31	0.32	1.16	0.26
FL	0.81	0.79	0.84	0.89	0.72	0.97	0.79	0.74	0.80	0.66	0.75	0.69
GA	0.51	0.49	0.62	0.45	0.47	0.59	0.49	0.42	0.53	0.53	0.49	0.57
HI	0.54	0.36	0.72	0.55	0.60	0.45	0.54	0.79	0.51	0.46	0.71	0.17
IA	0.49	0.50	0.55	0.41	0.47	0.38	0.40	0.36	0.44	0.43	0.44	0.46
ID	0.28	0.39	0.27	0.43	0.68	0.39	0.32	0.20	0.34	0.41	0.69	0.41
IL	0.70	0.50	0.89	0.68	0.47	0.72	0.29	0.00	0.29	0.31	0.61	0.25
IN	0.52	0.52	0.57	0.62	0.64	0.70	0.44	0.47	0.44	0.56	0.62	0.55
KS	0.36	0.45	0.40	0.36	0.46	0.34	0.39	0.42	0.40	0.55	0.63	0.54
KY	0.43	0.84	0.43	0.50	0.58	0.52	0.49	0.46	0.49	0.53	0.45	0.53
LA	0.62	1.09	0.57	0.64	0.71	0.66	0.97	1.39	0.99	0.85	0.62	0.92
~~MA~~	~~0.85~~	~~0.42~~	~~0.95~~	~~0.51~~	~~0.62~~	~~0.51~~				~~1.04~~	~~6.75~~	~~0.55~~
MD	0.62	0.74	0.66	0.72	0.84	0.77	0.74	1.15	0.48	0.80	0.90	0.70
ME	0.56	0.32	0.57	0.46	0.12	0.59	0.39	0.00	0.41	0.70	0.44	0.74
MI	0.44	0.58	0.40	0.54	0.51	0.68	0.53	0.46	0.62	0.38	0.40	0.33
MN	0.79	0.48	0.82	0.50	0.54	0.52	0.36	0.36	0.41	0.71	0.57	1.01
MO	0.67	0.82	0.68	0.47	0.63	0.42	0.26	0.39	0.24	0.57	0.54	0.57
MS	0.69	0.57	0.69	0.71	0.69	0.79	0.95	0.85	0.97	0.65	0.63	0.66
MT	0.37	0.37	0.37	0.12		0.12	0.39	0.47	0.38	0.64	0.73	0.63
NC	0.40	0.42	0.45	0.39	0.41	0.47	0.57	0.50	0.60	0.47	0.44	0.51
ND	0.51	0.68	0.36	0.47	0.43	0.51	0.31	0.39	0.28	0.35	0.34	0.35
NE	0.51	0.47	0.93	0.67	0.74	1.04	0.48	0.43	0.70	0.46	0.46	0.49
NH				0.47	0.65	0.42	0.99		0.99	0.47	0.00	0.56
NJ	0.61	0.75	0.68	0.65	0.69	0.64	0.49	0.49	0.50	0.43	0.53	0.44
NM	0.70	0.71	0.74	0.79	0.72	0.84	0.65	0.47	0.70	0.71	0.74	0.72
NV	0.65	0.58	0.75	0.77	0.54	0.87	0.51	0.58	0.53	0.68	0.59	0.82
NY	0.53	0.50	0.87	0.56		0.56	0.48	0.47	0.59	0.66	0.33	0.73
OH	0.62	0.55	0.66	0.43	0.49	0.44	0.43	0.45	0.44	0.41	0.37	0.44
OK	0.64	0.90	0.64	0.63	0.67	0.63	0.64	0.59	0.66	0.60	0.55	0.61
OR	0.38	0.42	0.49	0.33	0.32	0.58	0.52	0.37	0.88	0.41	0.41	0.48
PA	0.41	0.40	0.45	0.34	0.36	0.35	0.52	0.78	0.48	0.41	0.51	0.39
~~RI~~				~~1.16~~		~~1.16~~				~~0.00~~	~~0.00~~	~~0.00~~
SC	0.58	0.56	0.75	0.50	0.56	0.57	0.59	0.55	0.69	0.61	0.62	0.70
SD	0.22	0.28	0.33				0.29	0.45	0.25	0.19	0.33	0.18
TN	0.37	0.33	0.43	0.32	0.43	0.35	0.30	0.17	0.33	0.51	0.63	0.48
TX	0.86	0.62	0.95	0.68	0.55	0.81	0.75	0.49	0.75	0.75	0.60	0.82
UT	0.54	0.47	0.83	0.88	0.85	1.21	0.39	0.47	0.25	0.57	0.52	0.76
VA	0.59	0.56	0.73	0.59	0.62	0.76	0.53	0.53	0.58	0.61	0.63	0.52
~~VT~~										~~0.00~~	~~0.00~~	~~0.00~~
WA	0.35	0.36	0.35	0.47	0.46	0.48	0.34	0.47	0.30	0.41	0.44	0.40
WI	0.61	0.46	0.71	0.97	0.91	1.00	0.36	0.48	0.34	0.43	0.46	0.43
WV	0.42	0.48	0.28	0.48	0.43	0.82	0.51	0.45	0.63	0.17	0.19	0.14
WY	0.39	0.41	0.28	0.30		0.30	0.36	0.45	0.27	0.43	0.40	0.48

Note. A Blank indicates there are no students in that setting from this group.

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE I5

2015–2016 Native Hawaiian/Pacific Islander Representation Indices in All, Non-Title I, and Title I Schools by Locale for Nation and States

	NHPI City RI			NHPI Suburb RI			NHPI Town RI			NHPI Rural RI		
State	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I
National	0.59	0.44	0.66	0.65	0.51	0.77	0.55	0.41	0.60	0.59	0.68	0.54
AK	0.39	0.13	0.52	1.10	0.97	1.54	0.48	0.66	0.28	0.26	0.00	0.71
AL	0.63	0.18	0.97	0.29	0.26	0.33	0.11	0.00	0.17	0.85	0.72	0.91
AR	0.18	0.09	0.18	0.65	0.38	0.71	0.43	3.43	0.38	0.35	1.82	0.33
AZ	0.56	0.00	0.56	1.04		1.05	0.38		0.37	0.94	0.00	0.87
CA	0.85	0.73	0.91	0.82	0.65	0.95	0.79	0.94	0.75	1.03	1.31	0.74
CO	0.71	0.72	0.74	0.52	0.47	1.20	0.95	0.60	2.42	0.88	0.77	1.54
CT	1.39	1.49	1.12	0.83	0.88	0.00	0.00	0.00	0.00	0.00	0.00	0.00
~~DC~~												
DE	0.90	0.00	1.23	1.35		1.31	0.00		0.00	0.00		0.00
FL	0.65	0.39	0.74	0.76	0.78	0.74	0.61	0.00	0.65	1.22	1.11	1.21
GA	0.70	0.80	0.76	0.92	0.78	1.27	1.07	1.32	1.07	0.86	0.70	1.01
HI	0.49	0.33	0.56	0.75	0.55	0.94	0.54	0.60	0.52	0.55	0.66	0.79
IA	0.28	0.32	0.28	0.77	1.73	0.00	0.30	0.32	0.31	0.42	0.27	0.54
ID	0.87	0.74	0.96	0.26	0.00	0.33	0.20	0.00	0.22	0.00	0.00	0.00
IL	1.05	1.60	0.52	0.93	1.06	0.90	0.34		0.34	0.62	0.00	1.58
IN	0.84	1.35	0.62	0.65	0.72	0.53	0.82	0.00	0.92	0.76	0.54	0.86
KS	0.94	2.07	0.41	0.00	0.00	0.00	0.28	0.00	0.31	0.27	0.84	0.16
KY	1.09	0.00	1.18	0.79	1.08	0.78	0.81	0.00	0.84	0.88	1.05	0.88
LA	1.77	1.58	1.85	0.57	0.00	0.53	1.15		1.24	1.97	1.48	2.18
~~MA~~	~~0.87~~	~~0.00~~	~~0.72~~	~~1.93~~	~~3.39~~	~~1.21~~				~~0.00~~		~~0.00~~
MD	0.52	0.54	0.59	0.68	0.74	0.61	0.59	0.38	1.52	0.75	0.68	0.92
ME	0.00	0.00	0.00	0.98	0.00	1.95	0.00		0.00	1.17	0.00	1.27
MI	1.56	2.26	0.99	1.29	0.82	3.10	1.01	1.99	0.00	0.60	0.00	2.44
MN	0.95	0.95	1.04	0.53	0.61	0.43	0.00	0.00	0.00	0.79	0.81	0.00
MO	0.15	0.19	0.13	0.62	1.26	0.37	0.23	0.28	0.21	0.62	0.82	0.62
MS	0.32	0.00	0.36	1.01	1.46	1.00	1.37	0.00	1.62	1.63	2.58	1.00
MT	0.52	0.86	0.43	2.79		2.79	0.79		0.83	0.64	0.00	0.68
NC	0.53	0.36	0.69	0.76	1.07	0.56	0.63	0.56	0.60	0.84	0.63	0.91
ND	0.82	0.55	1.63	0.00		0.00	0.78	0.00	1.65	1.94	3.62	0.00
NE	0.88	0.78	1.31	0.50	0.50	0.00	0.69	0.42	1.58	0.17	0.22	0.00
NH	0.00		0.00	0.00		0.00	0.00		0.00	0.00		0.00
NJ	1.25	1.05	1.29	1.17	1.21	1.14	0.50	0.00	0.55	1.15	1.42	1.08
NM	1.17	0.44	1.29	0.96	0.00	1.22	0.93	0.00	1.21	1.65	0.98	1.83
NV	0.70	0.51	0.91	0.96	0.56	1.18	1.54	1.42	2.04	0.62	0.35	2.04
NY	0.87	0.00	0.48	0.91		0.91	1.37	1.46	0.00	1.06		1.06
OH	0.74	0.56	0.75	0.33	0.51	0.31	0.25	0.31	0.23	0.74	0.32	0.99
OK	0.75	0.45	0.83	0.93	0.86	0.98	0.47	1.17	0.47	0.69	0.67	0.67
OR	0.37	0.44	0.44	0.32	0.38	0.26	1.09	0.96	1.39	0.87	0.83	0.91
PA	0.65	0.00	0.75	0.70	0.32	0.97	2.83	0.00	3.29	0.83	0.71	0.92
~~RI~~										~~0.00~~		~~0.00~~
SC	0.92	0.79	1.27	0.68	0.69	0.60	1.41	1.35	1.30	1.10	1.16	0.48
SD	0.00	0.00	0.00				0.00		0.00	0.00		0.00
TN	1.09	1.81	0.78	1.22	1.65	0.39	1.39	0.00	1.83	0.88	0.00	1.19
TX	0.81	0.74	0.83	0.63	0.65	0.64	0.81	2.73	0.80	0.69	0.90	0.61
UT	0.42	0.41	0.56	1.06	1.08	1.24	1.78	1.67	0.00	0.94	0.49	3.28
VA	1.05	0.94	1.30	0.85	0.74	1.66	1.65	0.70	3.73	0.70	0.73	0.49
~~VT~~												
WA	0.14	0.12	0.16	0.51	0.45	0.53	1.23	0.96	1.44	0.34	0.00	0.48
WI	0.81	0.76	0.86	0.51	0.84	0.14	0.39	0.50	0.38	0.18	0.40	0.00
WV	2.24	2.25	0.00	2.60	2.92	0.00	0.00	0.00	0.00	2.47	3.90	0.00
WY	0.00	0.00	0.00	0.00		0.00	0.18	0.26	0.00	0.00	0.00	0.00

Note. A blank indicates there are no students in that setting from this group.

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE I6

2015–2016 Two or More Races Representation Indices in All, Non-Title I, and Title I Schools by Locale for Nation and States

	TMR City RI			TMR Suburb RI			TMR Town RI			TMR Rural RI		
State	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I
National	1.08	1.00	1.05	1.04	0.98	1.05	0.86	0.79	0.89	0.92	0.94	0.88
AK	0.90	0.92	0.91	0.82	0.83	0.83	0.93	0.88	1.05	0.94	0.91	1.01
AL	0.93	0.74	0.82	0.87	0.75	1.00	0.93	0.92	0.94	0.82	0.77	0.86
AR	0.85	0.89	0.85	0.77	0.49	0.81	0.73	0.37	0.75	0.89	0.59	0.92
AZ	1.32	1.56	1.32	1.06	1.72	1.05	0.70		0.69	0.69	8.18	0.68
CA	1.08	0.95	1.10	1.12	0.97	1.13	1.04	1.00	1.05	1.03	1.05	0.88
CO	1.20	1.17	1.02	1.06	1.02	1.28	1.20	1.23	1.24	1.26	1.23	1.01
CT	1.01	0.96	1.02	1.36	1.38	1.28	0.88	0.00	0.88	1.14	1.16	1.26
~~DC~~												
DE	0.69	0.58	0.75	0.63	0.24	0.73	0.55		0.55	0.49	0.55	1.32
FL	1.10	1.00	1.13	1.08	1.05	1.05	0.91	0.84	0.92	1.08	1.07	1.10
GA	1.34	1.05	1.44	1.15	0.99	1.33	0.82	0.94	0.79	0.95	0.99	0.91
HI	1.16	0.93	1.41	0.89	0.95	0.80	0.92	1.21	0.92	0.93	1.01	0.45
IA	0.75	0.82	0.77	0.53	0.68	0.40	0.63	0.50	0.70	0.72	0.70	0.74
ID	0.80	0.72	0.86	1.07	0.89	1.16	0.57	0.41	0.59	0.56	2.18	0.53
IL	1.13	1.23	0.98	1.23	1.20	1.24	0.65	0.00	0.65	0.92	1.06	0.92
IN	0.95	0.92	0.98	0.83	0.84	0.88	0.69	0.68	0.70	0.77	0.85	0.75
KS	0.95	0.94	1.00	0.84	0.92	0.82	0.89	0.76	0.91	0.93	0.81	0.98
KY	0.83	0.92	0.82	0.80	0.87	0.81	0.69	0.71	0.69	0.75	0.65	0.76
LA	1.38	1.31	0.93	0.99	0.97	0.96	0.94	0.00	1.03	0.86	0.63	0.94
~~MA~~	~~1.02~~	~~1.04~~	~~1.03~~	~~0.99~~	~~1.11~~	~~0.93~~				~~1.75~~	~~6.04~~	~~1.35~~
MD	1.07	1.03	1.20	1.20	1.17	1.21	1.07	1.08	0.87	0.88	0.96	0.76
ME	0.66	0.61	0.66	0.68	1.31	0.52	1.04	1.83	0.99	0.78	1.38	0.72
MI	0.55	0.47	0.73	0.56	0.56	0.72	0.30	0.13	0.48	0.38	0.33	0.55
MN	0.84	1.07	0.74	0.78	0.82	0.81	0.90	0.44	1.29	0.71	0.91	0.39
MO	0.72	0.63	0.78	0.94	0.94	0.95	0.80	1.00	0.75	0.72	0.89	0.64
MS	0.70		0.71	0.60	0.64	0.64	1.07	0.99	1.06	0.61	0.40	0.68
MT	0.44	0.94	0.31	0.62		0.62	1.11	1.17	1.09	0.82	2.85	0.75
NC	1.15	1.13	1.21	0.85	0.91	0.86	0.87	0.81	0.89	0.87	0.91	0.86
ND	0.48	0.24	0.97				0.66	0.68	0.69	0.20	0.33	0.00
NE	0.83	0.82	1.01	0.67	0.65	0.95	0.70	0.79	0.46	0.68	0.63	0.67
NH	0.71		0.71	1.04	0.45	1.44	0.78		0.78	1.06	0.57	1.18
NJ	0.84	1.25	0.72	0.70	0.72	0.70	0.47	0.00	0.50	0.45	0.38	0.51
NM	1.48	1.28	1.45	1.88	1.63	1.69	1.58	0.84	1.68	1.42	1.04	1.04
NV	1.22	1.03	1.44	1.32	1.09	1.42	1.44	1.58	0.84	1.25	1.23	1.24
NY	1.41	1.33	0.72	0.64		0.64	0.82	0.83	0.89	1.05	0.63	1.26
OH	0.93	0.97	0.93	0.78	0.83	0.79	0.63	0.69	0.64	0.73	0.82	0.70
OK	1.10	0.77	1.17	0.88	0.83	0.91	0.79	0.78	0.79	0.76	0.72	0.77
OR	1.15	1.11	1.24	1.13	1.09	1.29	0.88	0.95	0.69	1.02	1.03	1.02
PA	1.17	1.19	1.18	0.73	0.92	0.67	0.50	0.39	0.52	0.72	1.11	0.57
~~RI~~				~~0.60~~		~~0.60~~				~~0.00~~	~~0.00~~	~~0.00~~
SC	0.94	0.93	1.12	0.83	0.83	1.09	0.74	0.81	0.73	0.87	0.86	0.94
SD	0.43	0.57	0.38				0.87	0.65	0.92	0.69	0.73	0.63
TN	0.74	0.97	0.67	0.90	0.75	1.07	0.86	2.78	0.28	0.90	1.08	0.81
TX	1.28	1.18	1.15	1.29	1.16	1.28	0.95	0.86	0.96	1.09	1.20	1.01
UT	1.43	1.48	1.15	0.64	0.63	0.56	0.35	0.25	1.26	0.91	0.58	2.30
VA	1.20	1.11	1.37	1.13	1.09	1.26	0.60	0.58	0.72	0.89	0.90	0.80
~~VT~~										~~3.25~~		~~2.26~~
WA	0.98	0.98	0.99	1.04	1.05	1.04	1.10	1.00	1.15	0.97	1.09	0.92
WI	0.84	0.79	0.87	0.80	0.87	0.73	0.71	0.83	0.64	0.72	0.72	0.70
WV	0.62	0.73	0.55	0.73	0.64	1.30	0.30	0.46	0.12	0.88	0.93	0.80
WY	0.59	0.18	0.88	2.23		2.23	0.43	0.43	0.49	0.95	1.42	0.00

Note. A blank indicates there are no students in that setting from this group.

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE I7

2015–2016 White Representation Indices in All, Non-Title I, and Title I Schools by Locale for Nation and States

	White City RI			White Suburb RI			White Town RI			White Rural RI		
State	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I	All	Non-Title I	Title I
National	1.44	1.15	1.49	1.22	1.07	1.27	1.23	1.14	1.24	1.15	1.09	1.17
AK	1.49	1.31	1.65	1.16	1.13	1.23	1.19	1.15	1.27	1.21	1.17	1.20
AL	2.15	1.35	2.63	1.37	1.23	1.49	1.31	1.18	1.35	1.17	1.12	1.17
AR	1.24	1.10	1.28	1.24	1.09	1.28	1.19	1.08	1.19	1.08	1.10	1.08
AZ	1.65	1.04	1.66	1.38	1.12	1.38	1.35		1.34	1.24	1.21	1.23
CA	1.33	1.04	1.50	1.25	1.01	1.37	1.44	1.36	1.45	1.29	1.17	1.37
CO	1.41	1.27	1.18	1.23	1.15	1.49	1.33	1.27	1.42	1.16	1.13	1.24
CT	1.54	1.30	1.80	1.13	1.02	1.24	0.99	1.16	1.04	1.01	0.96	1.08
~~DC~~												
DE	2.22	1.68	2.37	1.34	1.10	1.47	1.45		1.45	1.28	1.16	1.50
FL	1.53	1.16	1.58	1.33	1.16	1.31	1.27	1.04	1.28	1.20	1.01	1.23
GA	2.32	1.32	2.95	1.58	1.20	1.87	1.51	1.32	1.54	1.27	1.15	1.34
HI	1.02	1.05	1.14	1.42	1.55	1.15	1.72	1.54	1.80	1.36	0.85	1.79
IA	1.28	1.09	1.36	1.08	1.04	1.12	1.13	1.06	1.16	1.05	1.04	1.06
ID	1.10	0.99	1.17	1.14	1.04	1.19	1.23	1.16	1.23	1.18	1.00	1.19
IL	1.13	0.96	1.26	1.12	1.02	1.17	1.16	1.31	1.16	1.11	0.98	1.15
IN	1.39	1.07	1.46	1.15	1.04	1.19	1.08	1.05	1.08	1.04	1.02	1.05
KS	1.42	0.99	1.62	1.14	1.05	1.23	1.21	1.09	1.22	1.06	0.99	1.08
KY	1.33	1.12	1.34	1.18	1.03	1.24	1.07	1.07	1.07	1.04	1.03	1.04
LA	1.82	1.14	1.91	1.32	1.10	1.35	1.35	1.43	1.33	1.21	1.17	1.19
~~MA~~	~~1.48~~	~~1.18~~	~~1.32~~	~~1.05~~	~~0.90~~	~~1.15~~				~~0.99~~	~~0.78~~	~~1.00~~
MD	1.33	1.09	1.60	1.35	1.20	1.43	1.01	0.86	1.32	0.95	0.92	1.06
ME	1.20	0.99	1.23	1.03	1.02	1.03	1.01	0.99	1.01	1.01	0.98	1.01
MI	1.01	0.83	1.06	1.04	1.03	1.01	1.08	1.02	1.12	1.07	1.06	1.09
MN	1.14	1.17	1.24	1.14	1.09	1.23	1.11	1.09	1.10	1.02	1.01	1.04
MO	1.29	1.03	1.37	1.13	1.03	1.19	1.10	1.11	1.10	1.04	1.07	1.04
MS	1.40	1.18	1.39	1.36	1.28	1.41	1.95	1.42	2.08	1.31	1.25	1.32
MT	1.14	1.07	1.17	1.08		1.08	1.07	1.04	1.07	1.01	1.04	1.02
NC	1.97	1.36	2.35	1.33	1.21	1.44	1.52	1.13	1.56	1.33	1.16	1.36
ND	1.13	1.05	1.27	1.17	1.07	1.26	1.16	1.14	1.18	0.93	1.07	0.69
NE	1.34	1.19	1.25	1.12	1.08	1.01	1.20	1.14	1.18	1.07	1.06	1.08
NH	1.09		1.09	0.99	1.03	0.98	0.98		0.98	1.01	1.04	1.00
NJ	1.99	1.03	1.57	1.03	0.90	1.12	1.08	1.04	1.07	1.07	1.00	1.09
NM	1.92	1.18	2.01	1.63	1.20	1.59	1.68	1.24	1.64	1.96	1.39	1.98
NV	1.49	1.27	1.73	1.58	1.33	1.64	1.25	1.13	1.43	1.22	1.18	1.27
NY	1.23	1.38	1.35	1.12		1.12	1.04	1.04	1.07	1.00	1.05	0.98
OH	1.61	1.16	1.62	1.12	1.04	1.16	1.05	1.03	1.06	1.02	1.01	1.03
OK	1.53	1.14	1.60	1.16	1.09	1.18	1.15	1.07	1.15	1.10	1.11	1.09
OR	1.21	1.13	1.26	1.06	1.01	1.17	1.19	1.21	1.08	1.08	1.05	1.12
PA	1.80	1.03	1.84	1.08	1.02	1.11	1.03	0.99	1.04	1.03	0.98	1.05
~~RI~~				~~1.04~~		~~1.04~~				~~1.07~~	~~1.07~~	~~1.08~~
SC	1.55	1.39	1.50	1.31	1.23	1.56	1.51	1.33	1.55	1.33	1.18	1.47
SD	1.31	1.18	1.55				1.06	0.99	1.09	1.33	0.98	1.42
TN	1.67	1.12	1.79	1.12	1.00	1.21	1.13	0.97	1.16	1.05	1.05	1.05
TX	1.52	1.06	1.60	1.42	1.09	1.57	1.44	1.25	1.45	1.25	1.13	1.25
UT	1.19	1.11	1.23	1.01	1.01	0.81	1.11	1.09	1.18	1.04	1.06	0.93
VA	1.51	1.34	1.70	1.21	1.13	1.42	1.16	1.11	1.25	1.15	1.15	1.18
~~VT~~										~~0.93~~	~~1.02~~	~~0.93~~
WA	1.26	1.21	1.29	1.09	1.09	1.08	1.40	1.37	1.41	1.18	1.17	1.18
WI	1.38	1.22	1.52	1.03	1.03	1.03	1.10	1.05	1.13	1.05	1.05	1.06
WV	1.05	1.02	1.11	1.02	1.01	1.02	1.04	1.03	1.05	1.02	1.03	1.01
WY	1.09	1.11	1.17	1.21		1.21	1.12	1.09	1.16	1.03	1.02	1.09

Note. A blank indicates there are no students in that setting from this group.

Note. No students in the District of Columbia, and less than 5% of students in Massachusetts, Rhode Island, and Vermont have access to identification rendering calculations meaningless, therefore these states have been crossed out but the information is included for reference.

TABLE I8

2015–2016 American Indian/Alaska Native Student Enrollment Nationally and by State for Title I Status and Locale With Cumulative Percentage and Ordered by Percent Enrolled in States

State	N of AIAN	% of State Pop	National Cumulative %	Non-Title I %	Title I %	City %	Suburb%	Town %	Rural %
National	524,745	1.04		17.04	79.76	20.19	16.78	23.81	38.20
AK	30,908	23.43	5.89	18.50	81.20	14.04	3.12	20.94	61.70
OK	100,993	14.52	25.14	8.57	91.09	7.42	11.91	32.50	47.88
MT	17,694	12.01	28.51	2.68	97.29	15.97	1.06	36.56	46.38
SD	15,356	11.21	31.43	10.02	89.68	22.06	0.59	14.98	62.07
NM	35,033	10.33	38.11	2.22	94.99	20.15	5.09	33.97	39.35
ND	10,353	9.37	40.08	31.76	67.86	16.52	5.16	12.69	65.26
AZ	53,755	4.75	50.33	2.04	96.44	30.38	10.83	35.78	22.87
WY	3,643	3.85	51.02	30.55	69.04	30.00	64.15	30.00	64.15
MN	15,639	1.78	54.00	37.09	62.74	18.50	12.80	17.00	50.30
ID	4,284	1.45	54.82	11.46	87.54	19.84	24.09	22.83	32.40
OR	8,299	1.45	56.40	51.79	47.28	19.18	13.39	38.80	27.80
NE	4,472	1.41	57.25	31.69	68.05	20.84	7.31	18.40	53.38
NC	21,312	1.37	61.31	6.81	87.93	8.29	8.55	22.79	55.14
WA	14,184	1.30	64.02	32.60	66.88	19.99	26.57	23.01	29.92
WI	10,412	1.20	66.00	32.36	67.39	20.20	12.23	24.85	42.69
AL	8,424	1.13	67.61	26.56	72.88	5.26	13.45	17.26	63.43
UT	7,170	1.08	68.97	42.97	57.00	14.49	34.56	19.26	31.66
KS	5,234	1.07	69.97	12.76	86.34	27.44	11.86	27.76	32.17
NV	4,594	0.98	70.85	53.46	46.17	30.56	17.59	29.06	22.20
CO	6,455	0.72	72.08	61.95	37.89	35.24	28.27	19.04	17.34
MI	11,005	0.71	74.17	29.25	70.18	9.21	18.90	22.52	47.70
RI	989	0.70	74.36	9.10	89.99	33.47	56.72	0.00	9.50
LA	5,006	0.69	75.32	5.27	93.33	20.12	23.15	12.78	43.35
ME	1,223	0.69	75.55	9.81	90.11	12.51	11.69	20.28	55.52
AR	3,154	0.65	76.15	12.87	86.02	27.84	11.89	22.19	37.03
NY	17,386	0.64	79.46	10.92	36.09	59.74	14.34	7.85	16.85
CA	36,508	0.58	86.42	21.47	70.77	30.43	30.59	14.47	19.64
VT	430	0.52	86.50	59.30	40.47	1.63	7.63	28.88	78.75
MO	3,732	0.40	87.21	17.23	81.86	17.52	22.83	24.87	33.87
DE	547	0.39	87.32	34.00	65.45	19.74	35.10	20.66	23.22
IA	1,915	0.38	87.68	22.98	76.08	41.57	8.30	22.04	27.15
TX	19,443	0.37	91.39	19.84	79.81	34.21	36.77	10.12	18.69
SC	2,568	0.34	91.88	56.81	42.76	15.73	31.46	13.59	38.86
FL	8,992	0.32	93.59	16.17	83.79	21.20	57.06	5.04	16.68
HI	569	0.31	93.70	37.08	62.92	14.24	36.91	32.16	16.70
VA	3,697	0.29	94.40	72.06	27.83	23.18	45.31	5.98	25.43
IL	5,803	0.29	95.51	15.29	81.23	28.93	56.40	6.55	7.70
NH	520	0.28	95.61	5.58	93.65	12.88	36.15	18.85	31.73
CT	1,520	0.28	95.90	45.07	54.47	26.64	48.29	4.47	20.07
MD	2,487	0.28	96.37	42.50	57.22	18.58	65.62	2.69	12.95
MS	1,206	0.25	96.60	30.85	52.24	4.48	9.87	33.00	35.74
MA	2,236	0.23	97.03	37.43	61.31	18.87	69.86	2.55	8.32
IN	2,235	0.22	97.45	24.25	75.21	27.16	27.34	14.68	30.43
GA	3,551	0.20	98.13	40.66	58.66	14.84	49.65	10.42	24.30
DC	150	0.18	98.16	14.00	86.00	100.00	0.00	0.00	0.00
TN	1,762	0.18	98.50	16.46	83.03	26.33	20.60	18.96	34.11
PA	2,760	0.16	99.02	18.01	81.49	26.85	45.33	9.93	17.50
NJ	1,773	0.13	99.36	26.23	72.31	13.87	68.42	3.78	12.52
OH	2,246	0.13	99.79	22.17	76.71	25.51	43.01	12.60	18.34
KY	834	0.12	99.95	10.19	89.69	21.94	19.66	27.34	30.94
WV	284	0.10	100.00	59.86	40.14	24.30	22.54	17.61	35.56

TABLE I9

2015–2016 Asian Student Enrollment Nationally and by State for Title I Status and Locale With Cumulative Percentage and Ordered by Percent Enrolled in States

State	N of Asian	% of State Pop	National Cumulative %	Non-Title I %	Title I %	City %	Suburb %	Town %	Rural %
National	2,498,621	4.95		43.25	48.21	41.08	49.40	2.92	5.64
HI	55,118	30.17	2.21	45.92	54.08	35.16	45.24	15.07	4.52
CA	694,650	11.08	30.01	43.90	50.45	49.49	44.33	1.28	2.26
NJ	134,169	9.79	35.38	45.48	54.41	5.69	88.22	0.31	5.69
NY	241,487	8.86	45.04	13.70	19.71	71.64	22.83	3.27	1.77
WA	80,546	7.36	48.27	33.39	66.46	44.28	49.73	2.85	2.99
VA	85,288	6.64	51.68	87.26	12.65	14.44	74.45	1.13	9.90
MN	58,152	6.60	54.01	43.83	55.89	46.91	43.22	5.06	4.52
MA	61,694	6.47	56.48	50.95	48.70	19.10	77.01	0.36	3.32
MD	55,706	6.23	58.70	64.93	34.97	20.69	67.44	2.06	9.75
AK	7,834	5.94	59.02	36.99	62.87	64.58	1.95	22.54	10.81
NV	25,742	5.47	60.05	51.84	48.07	50.63	41.68	1.60	6.07
CT	26,766	4.99	61.12	53.01	46.89	28.82	61.45	1.18	8.40
IL	96,305	4.75	64.97	34.74	57.03	37.35	56.43	1.73	4.42
TX	212,957	4.02	73.50	49.97	49.75	43.44	48.45	1.86	6.13
OR	22,804	3.98	74.41	72.82	26.28	47.58	40.43	6.05	5.09
WI	32,837	3.78	75.72	48.49	51.37	52.54	31.11	8.72	7.61
GA	66,479	3.76	78.38	66.08	33.66	10.33	76.65	3.13	9.59
DE	5,111	3.68	78.59	48.93	50.66	13.60	65.82	7.16	13.13
PA	63,145	3.66	81.12	31.93	67.83	26.92	65.08	2.05	5.80
MI	48,953	3.17	83.08	54.05	44.10	37.24	49.43	3.22	7.32
NH	5,767	3.16	83.31	18.54	81.46	33.08	34.85	14.37	17.69
RI	4,463	3.15	83.48	15.53	83.93	34.62	61.04	0.00	3.83
CO	27,851	3.10	84.60	80.23	19.28	44.26	46.07	2.15	7.03
NC	47,063	3.03	86.48	50.56	48.95	45.06	34.09	3.79	16.61
AZ	32,028	2.83	87.77	20.19	78.20	45.19	37.98	11.23	5.44
KS	13,541	2.76	88.31	33.61	65.03	50.59	20.68	12.33	15.17
FL	73,368	2.64	91.24	26.29	73.52	28.74	62.04	1.34	7.86
NE	8,053	2.54	91.57	65.59	34.36	73.91	13.29	6.61	6.17
IA	12,050	2.40	92.05	36.90	63.00	49.24	22.85	15.77	12.03
VT	1,859	2.24	92.12	24.15	75.74	76.86	59.98	36.36	46.04
IN	22,224	2.15	93.01	34.87	65.07	49.97	32.64	5.15	12.23
OH	36,717	2.09	94.48	37.32	62.35	17.40	68.46	4.62	9.35
OK	13,385	1.92	95.02	23.88	76.05	42.98	31.54	11.50	13.91
MO	17,817	1.92	95.73	36.49	62.65	25.87	53.52	8.96	10.79
TN	18,805	1.88	96.48	35.25	64.59	40.38	37.65	8.43	13.54
SD	2,315	1.69	96.58	34.25	55.12	42.81	1.47	34.13	10.97
UT	11,209	1.69	97.02	69.72	30.26	20.94	71.22	3.40	4.43
ND	1,834	1.66	97.10	64.99	35.01	50.16	19.47	18.59	11.78
KY	10,999	1.60	97.54	23.99	76.00	38.20	34.15	13.36	14.29
AR	7,666	1.58	97.84	20.77	78.57	51.59	11.86	15.35	20.62
LA	11,164	1.55	98.29	16.61	81.56	42.85	33.41	9.35	14.00
SC	11,677	1.52	98.76	77.90	21.15	22.47	50.58	6.74	19.35
ME	2,668	1.50	98.87	12.67	87.22	26.57	25.71	14.92	32.80
DC	1,212	1.47	98.91	51.07	48.93	100.00	0.00	0.00	0.00
AL	10,700	1.44	99.34	62.65	37.21	37.04	32.94	8.28	21.31
ID	3,739	1.26	99.49	37.92	60.42	42.18	23.94	19.02	13.35
NM	3,925	1.16	99.65	29.63	66.83	53.07	11.59	19.13	14.52
MS	5,071	1.03	99.85	48.81	50.92	9.76	33.76	21.18	35.02
WY	774	0.82	99.88	67.96	31.65	31.78	1.55	48.19	18.48
MT	1,134	0.77	99.93	10.32	89.68	39.24	1.76	32.01	26.98
WV	1,800	0.65	100.00	82.06	17.94	41.67	22.61	16.44	19.28

TABLE I10

2015–2016 Black Student Enrollment Nationally and by State for Title I Status and Locale With Cumulative Percentage and Ordered by Percent Enrolled in States

State	N of Black	% of State Pop	National Cumulative %	Non-Title I %	Title I %	City %	Suburb%	Town %	Rural %
National	7,791,746	15.44		18.53	77.05	45.51	34.93	7.27	11.26
DC	58,142	70.61	0.75	9.54	90.42	99.90	0.00	0.00	0.06
MS	244,117	49.69	3.88	17.92	81.63	16.18	8.94	37.67	36.76
LA	318,457	44.09	7.97	5.42	93.01	43.43	22.80	15.30	17.57
GA	653,602	37.00	16.35	21.76	77.33	24.13	46.69	9.49	18.50
MD	310,665	34.76	20.34	31.60	67.88	29.53	63.09	1.42	5.73
SC	264,533	34.53	23.74	47.64	51.59	24.11	27.82	15.54	32.00
AL	249,349	33.46	26.94	25.54	73.50	40.71	19.98	11.83	26.48
DE	43,344	31.20	27.49	29.95	68.29	24.49	48.55	9.58	13.79
NC	399,613	25.75	32.62	16.28	83.59	44.19	16.67	12.22	26.81
VA	294,509	22.92	36.40	59.74	40.09	39.07	36.78	6.19	17.79
TN	225,330	22.57	39.29	7.36	91.74	67.48	12.33	8.58	11.36
FL	627,166	22.56	47.34	7.73	92.22	35.62	54.04	3.50	6.82
AR	98,304	20.29	48.60	5.33	92.15	38.90	17.41	24.22	18.08
MI	278,579	18.03	52.18	20.82	78.60	54.48	38.29	1.79	3.48
NY	480,141	17.61	58.34	8.45	39.56	74.52	19.15	2.17	1.86
IL	350,962	17.31	62.85	7.76	88.34	56.89	37.69	2.54	2.24
OH	281,833	16.05	66.46	7.58	91.46	56.95	37.22	2.37	2.76
MO	148,626	15.99	68.37	16.11	82.69	41.28	44.90	7.08	5.59
NJ	217,661	15.88	71.16	16.16	83.11	27.02	65.97	1.79	4.74
PA	255,874	14.83	74.45	8.83	89.98	57.47	36.06	1.96	3.82
CT	68,841	12.84	75.33	38.91	60.31	60.14	36.29	0.58	2.22
TX	664,766	12.54	83.86	12.92	86.69	48.52	35.42	6.34	9.57
IN	126,401	12.24	85.49	9.34	90.44	68.73	24.52	2.21	4.29
KY	72,842	10.59	86.42	9.47	90.47	36.51	39.08	15.05	9.30
NV	49,238	10.46	87.05	25.81	73.84	48.47	47.95	0.86	2.68
MN	92,069	10.45	88.23	38.84	60.44	48.51	41.26	5.67	3.69
WI	81,912	9.44	89.29	19.47	80.35	77.10	16.74	2.96	3.19
OK	61,966	8.91	90.08	9.41	90.20	54.68	21.47	11.47	12.00
MA	84,200	8.84	91.16	27.00	70.08	46.97	48.86	0.52	2.29
RI	11,889	8.40	91.31	3.84	95.57	43.28	54.92	0.00	1.32
KS	35,302	7.19	91.77	12.74	85.36	62.14	13.20	13.85	9.17
NE	21,909	6.91	92.05	55.98	43.96	78.95	11.61	4.62	4.79
CA	364,822	5.82	96.73	19.93	70.22	46.13	40.73	1.99	3.05
IA	28,517	5.69	97.10	21.60	77.93	66.98	11.01	12.88	8.65
AZ	60,154	5.31	97.87	4.90	93.20	57.05	31.33	6.11	5.35
ND	5,182	4.69	97.93	55.77	44.23	43.07	22.93	20.84	13.16
CO	41,611	4.63	98.47	57.33	42.47	75.41	18.84	1.43	4.12
WA	48,709	4.45	99.09	31.08	68.55	53.66	39.88	3.32	2.77
WV	12,360	4.44	99.25	60.83	39.03	37.92	21.67	19.41	20.87
ME	6,063	3.41	99.33	4.83	95.17	65.03	11.61	6.83	16.53
AK	4,153	3.15	99.38	34.99	64.48	71.71	4.07	14.52	9.27
SD	3,933	2.87	99.43	36.10	63.36	69.31	0.53	14.42	15.20
VT	1,997	2.41	99.46	23.49	76.31	59.41	34.25	43.90	50.99
OR	13,544	2.36	99.63	49.56	48.57	63.94	22.64	7.31	4.29
NM	6,712	1.98	99.72	9.36	85.82	40.45	9.30	30.54	16.92
HI	3,529	1.93	99.76	61.63	38.37	22.36	68.77	4.96	3.91
NH	3,513	1.92	99.81	8.37	91.43	44.89	23.60	18.13	13.18
UT	9,205	1.38	99.93	62.12	37.87	21.80	68.21	4.80	5.17
WY	1,081	1.14	99.94	63.55	36.26	44.96	4.26	35.52	15.17
ID	3,152	1.07	99.98	25.38	73.22	42.73	23.51	20.94	11.64
MT	1,367	0.93	100.00	9.95	89.83	43.31	1.76	29.85	24.87

TABLE I11

2015–2016 Latinx Student Enrollment Nationally and by State for Title I Status and Locale With Cumulative Percentage and Ordered by Percent Enrolled in States

State	N of Latinx	% of State Pop	National Cumulative %	Non-Title I %	Title I %	City %	Suburb%	Town %	Rural %
National	13,028,157	25.82		16.14	78.60	41.44	39.27	8.34	9.38
NM	207,162	61.08	1.59	5.77	90.35	35.11	14.87	24.67	23.34
CA	3,382,639	53.94	27.55	14.26	79.21	40.56	43.37	6.14	4.95
TX	2,776,400	52.36	48.86	8.98	90.68	49.44	28.16	9.55	12.72
AZ	504,233	44.52	52.74	3.27	95.29	56.71	24.75	10.81	7.60
NV	195,981	41.64	54.24	26.18	73.61	49.10	41.30	5.29	4.25
CO	300,251	33.38	56.54	51.88	48.02	48.05	33.22	9.71	8.92
FL	878,683	31.61	63.29	11.20	88.72	20.99	67.27	3.53	8.18
NY	703,077	25.79	68.69	10.05	32.05	65.93	27.17	3.11	2.71
IL	517,100	25.51	72.65	9.83	88.06	43.59	50.36	3.46	2.49
NJ	348,680	25.44	75.33	15.72	83.55	18.19	76.08	1.89	3.22
RI	34,030	24.04	75.59	4.21	94.58	52.92	44.74	0.00	1.25
CT	123,328	23.01	76.54	35.52	63.93	50.69	42.57	2.69	3.33
WA	247,487	22.60	78.44	29.78	69.98	33.23	36.61	17.99	11.94
OR	129,030	22.50	79.43	46.60	52.61	35.98	28.61	26.09	8.76
KS	92,789	18.90	80.14	8.68	89.48	41.23	11.48	29.31	16.23
NE	57,152	18.03	80.58	41.46	58.38	48.51	14.09	27.06	10.33
MA	171,251	17.97	81.89	19.07	79.33	35.29	60.16	0.83	2.79
ID	50,934	17.21	82.28	10.12	89.49	15.88	30.92	28.46	24.52
NC	252,483	16.27	84.22	16.22	83.71	34.53	21.93	10.22	33.28
UT	107,681	16.20	85.05	56.31	43.55	29.08	57.94	7.28	5.56
DE	22,068	15.88	85.22	21.37	76.68	11.35	54.78	15.35	16.05
OK	110,292	15.85	86.07	7.90	91.92	46.76	16.62	20.73	15.73
MD	141,341	15.82	87.15	26.40	73.50	19.00	73.66	1.63	5.63
DC	12,719	15.45	87.25	17.13	82.85	99.98	0.00	0.00	0.00
GA	256,676	14.53	89.22	28.49	71.02	15.37	58.24	7.25	18.49
VA	184,849	14.39	90.64	64.55	35.18	22.19	61.62	3.29	12.63
WY	12,768	13.48	90.73	53.31	46.27	29.61	3.24	48.86	18.22
AR	59,617	12.30	91.19	6.84	91.18	47.47	8.48	19.25	22.94
HI	22,007	12.05	91.36	40.29	59.71	16.47	49.33	23.92	10.27
WI	98,360	11.33	92.12	32.33	67.52	52.09	22.95	14.14	10.76
IN	114,120	11.05	92.99	12.45	87.44	41.50	33.06	11.64	13.70
PA	179,179	10.39	94.37	11.30	88.05	52.18	37.01	2.57	7.63
IA	51,283	10.23	94.76	16.71	83.10	40.87	7.72	32.98	18.24
TN	89,684	8.98	95.45	9.08	90.70	51.39	17.80	14.47	16.29
MN	76,656	8.70	96.04	44.28	55.49	28.95	38.02	19.91	12.19
SC	64,202	8.38	96.53	53.51	46.19	24.10	40.48	9.38	25.87
MI	111,530	7.22	97.39	29.07	70.41	36.56	35.83	10.54	15.11
AL	50,217	6.74	97.77	29.90	69.16	26.53	21.08	20.09	31.23
AK	8,797	6.67	97.84	43.48	56.03	60.21	5.57	19.22	14.71
KY	41,045	5.97	98.15	8.42	91.55	32.51	24.05	22.35	21.08
LA	42,695	5.91	98.48	7.84	90.86	35.00	39.57	9.22	15.67
MO	54,325	5.85	98.90	17.25	81.31	31.39	32.81	18.73	15.67
NH	9,822	5.38	98.98	12.02	87.90	56.40	25.74	6.56	11.23
SD	6,950	5.07	99.03	23.31	72.42	44.07	1.84	25.50	24.32
OH	88,559	5.04	99.71	14.57	84.10	30.74	45.55	11.24	11.91
ND	4,700	4.26	99.74	44.51	55.49	22.77	9.30	34.94	33.00
MT	5,979	4.06	99.79	8.16	91.82	37.51	2.83	33.37	26.28
MS	18,166	3.70	99.93	27.38	72.41	15.31	21.27	26.69	36.52
ME	3,482	1.96	99.96	9.28	90.55	26.74	16.60	18.58	38.08
VT	1,379	1.66	99.97	33.28	66.72	11.52	17.37	37.35	57.88
WV	4,319	1.55	100.00	63.21	36.74	25.03	22.71	20.38	31.86

TABLE I12

2015–2016 Native Hawaiian/Pacific Islander Student Enrollment Nationally and by State for Title I Status and Locale With Cumulative Percentage and Ordered by Percent Enrolled in States

State	N of NHPI	% of State Pop	National Cumulative %	Non-Title I %	Title I %	City %	Suburb%	Town %	Rural %
National	194,685	0.39		29.38	66.95	36.01	40.19	12.62	10.28
HI	55,642	30.46	28.58	26.29	73.71	20.07	40.27	26.55	13.11
AK	3,598	2.73	30.43	27.96	71.87	74.54	1.67	14.34	9.42
UT	10,109	1.52	35.62	64.93	35.07	24.13	68.52	3.39	3.96
NV	6,515	1.38	38.97	43.13	56.82	55.06	37.50	2.81	4.62
WA	11,391	1.04	44.82	29.21	70.53	42.42	51.20	2.75	3.40
AR	3,499	0.72	46.62	4.26	93.57	60.93	3.46	5.94	27.52
OR	4,118	0.72	48.73	47.91	51.75	48.70	31.47	12.66	6.90
CA	39,708	0.63	69.13	28.05	67.51	48.40	42.04	3.19	3.38
ID	1,035	0.35	69.66	24.44	74.40	28.21	29.28	22.42	19.13
AZ	3,747	0.33	71.58	6.81	91.41	55.70	27.70	8.83	7.63
DE	456	0.33	71.82	10.75	89.04	7.24	79.61	5.26	7.68
OK	2,276	0.33	72.99	9.14	90.07	22.28	12.96	51.36	12.61
ND	355	0.32	73.17	57.18	42.82	33.52	6.20	29.01	31.27
MO	2,297	0.25	74.35	19.94	79.32	28.60	27.64	18.89	24.16
NY	6,640	0.24	77.76	8.27	18.61	76.76	14.73	2.77	3.92
MT	355	0.24	77.94	8.17	91.83	32.39	2.54	30.70	34.37
CO	2,091	0.23	79.02	66.86	32.95	52.03	35.44	3.68	8.66
NJ	3,030	0.22	80.57	31.25	68.58	14.19	79.24	1.22	5.18
IA	1,103	0.22	81.14	23.12	76.70	50.59	6.62	26.84	15.78
KS	1,026	0.21	81.67	13.06	85.67	28.17	11.70	31.29	27.58
WY	180	0.19	81.76	54.44	45.56	18.33	1.67	49.44	30.56
VA	2,003	0.16	82.79	75.04	24.81	35.35	44.23	2.55	17.72
FL	4,227	0.15	84.96	16.54	83.30	25.58	60.88	3.59	9.92
NE	478	0.15	85.20	65.90	33.89	39.54	16.11	29.50	14.85
NM	489	0.14	85.45	12.68	83.64	40.70	9.61	28.63	19.22
MD	1,274	0.14	86.11	42.94	56.91	21.82	65.70	2.12	10.20
RI	200	0.14	86.21	10.50	88.00	31.00	59.50	0.00	9.50
SC	1,042	0.14	86.75	68.71	31.29	28.69	40.69	9.40	21.21
TX	7,122	0.13	90.41	19.46	80.27	174.19	192.37	40.22	56.45
NC	1,946	0.13	91.41	21.94	77.90	37.46	27.08	7.81	27.54
DC	93	0.11	91.45	29.03	69.89	98.92	0.00	0.00	0.00
GA	1,971	0.11	92.47	34.15	65.50	25.72	47.03	5.18	21.56
VT	92	0.11	92.51	32.61	67.39	2.22	15.56	33.33	51.11
AL	810	0.11	92.93	42.96	55.80	27.65	26.42	15.93	28.52
IL	2,202	0.11	94.06	23.02	72.16	42.37	42.23	6.09	9.17
CT	574	0.11	94.35	50.17	49.48	27.35	53.66	4.88	13.59
MN	924	0.10	94.83	59.63	40.26	13.56	25.38	15.29	32.00
TN	1,037	0.10	95.36	19.67	80.33	38.38	24.30	10.22	27.10
KY	704	0.10	95.72	8.52	91.48	19.60	40.63	17.33	22.44
ME	175	0.10	95.81	16.00	84.00	10.86	29.71	12.57	46.86
MA	931	0.10	96.29	43.29	55.21	21.37	67.99	1.72	8.27
OH	1,692	0.10	97.16	18.38	81.26	16.84	58.51	11.05	13.30
MI	1,442	0.09	97.90	44.38	54.30	18.17	44.73	14.22	20.18
NH	169	0.09	97.99	8.88	91.12	8.88	34.91	8.28	47.93
SD	122	0.09	98.05	29.51	68.85	18.85	0.00	50.00	29.51
WI	746	0.09	98.43	42.63	56.97	27.48	27.88	18.36	26.27
LA	592	0.08	98.74	9.46	84.46	40.88	27.20	13.85	13.51
PA	1,308	0.08	99.41	19.42	80.05	19.42	53.52	10.02	16.59
IN	744	0.07	99.79	21.24	78.49	42.20	22.98	13.84	20.56
MS	266	0.05	99.93	29.70	70.30	26.32	24.81	12.78	36.09
WV	139	0.05	100.00	72.66	27.34	37.41	22.30	15.11	25.18

TABLE I13

2015–2016 Two or More Races Student Enrollment Nationally and by State for Title I Status and Locale With Cumulative Percentage and Ordered by Percent Enrolled in States

State	N of TMR	% of State Pop	National Cumulative %	Non-Title I %	Title I %	City %	Suburb%	Town %	Rural %
National	1,746,453	3.46		33.59	63.97	31.57	42.43	10.05	14.85
HI	22,418	12.27	1.28	48.00	52.00	22.54	47.35	22.94	7.17
AK	13,739	10.41	2.07	45.51	53.88	52.94	7.68	20.60	18.51
OK	57,426	8.25	5.36	12.26	87.54	19.85	24.05	22.76	25.57
WA	82,138	7.50	10.06	31.91	67.71	36.31	47.91	7.35	8.06
NV	28,382	6.03	11.69	50.47	49.31	53.29	36.15	5.32	5.20
OR	33,076	5.77	13.58	63.58	35.08	41.42	28.73	17.42	11.24
VA	65,982	5.13	17.36	74.28	25.60	26.50	46.96	5.73	20.69
KS	24,253	4.94	18.75	18.89	79.88	36.45	18.18	25.51	18.78
OH	83,822	4.77	23.55	16.70	82.52	27.57	46.41	12.84	12.70
IN	47,935	4.64	26.29	18.62	81.16	44.54	26.82	11.42	16.98
MD	38,361	4.29	28.49	49.37	50.49	17.93	61.77	4.25	15.93
RI	5,884	4.16	28.83	12.53	86.79	29.03	66.59	0.00	3.91
NC	60,844	3.92	32.31	23.84	76.02	28.64	25.47	11.27	34.52
MA	37,268	3.91	34.44	39.69	59.66	21.03	69.54	1.89	7.13
CA	243,199	3.88	48.37	40.23	51.03	38.24	47.43	3.88	5.32
CO	34,548	3.84	50.35	76.59	23.05	44.78	39.83	4.74	10.29
MN	33,198	3.77	52.25	49.42	50.39	23.01	44.66	16.44	15.58
SC	27,148	3.54	53.80	59.47	40.08	18.23	43.62	8.32	29.48
IA	17,659	3.52	54.81	27.50	72.42	46.10	14.72	19.70	19.40
NE	10,960	3.46	55.44	61.34	38.48	61.70	15.00	12.92	10.30
SD	4,732	3.45	55.71	25.08	74.11	40.87	3.17	28.04	27.11
PA	59,383	3.44	59.11	15.02	84.41	33.30	51.71	5.81	8.81
KY	23,447	3.41	60.45	10.53	89.44	22.62	27.79	25.54	24.03
GA	59,975	3.39	63.89	41.89	57.25	15.31	46.27	10.01	27.43
FL	93,314	3.36	69.23	16.71	83.17	29.18	54.23	4.41	12.12
MI	51,648	3.34	72.19	37.72	61.47	26.34	46.82	9.52	14.94
IL	65,571	3.23	75.94	20.69	75.17	26.16	51.12	11.94	10.21
MO	30,010	3.23	77.66	23.70	75.69	23.97	41.68	18.25	15.59
WI	26,742	3.08	79.19	45.05	54.63	35.90	32.83	15.29	15.93
DE	3,963	2.85	79.42	21.98	76.36	10.30	56.95	16.58	14.23
CT	15,069	2.81	80.28	46.66	52.90	24.45	58.48	2.57	13.83
MT	4,047	2.75	80.51	10.40	89.60	39.83	2.00	29.16	29.01
NH	5,004	2.74	80.80	11.21	88.77	20.36	33.49	8.61	37.51
VT	2,248	2.71	80.93	24.60	75.27	37.77	17.52	36.43	51.27
AZ	30,241	2.67	82.66	8.27	89.64	44.90	36.02	10.58	8.31
ID	7,845	2.65	83.11	23.33	76.28	29.17	31.05	15.54	23.94
WV	7,142	2.56	83.52	53.78	46.12	34.99	23.51	16.97	24.46
UT	16,059	2.42	84.44	73.77	26.13	20.44	65.08	5.82	8.57
AR	11,421	2.36	85.09	10.65	88.41	35.18	16.07	21.26	26.56
TX	112,959	2.13	91.56	30.38	69.08	34.11	38.62	9.07	17.81
TN	21,080	2.11	92.77	18.51	81.36	42.59	22.17	12.19	22.99
WY	1,978	2.09	92.88	56.72	42.47	35.44	3.99	40.50	19.72
ME	3,610	2.03	93.09	8.86	90.91	24.74	17.51	17.01	40.75
LA	14,640	2.03	93.93	10.77	87.66	22.18	31.20	18.27	28.05
NY	54,920	2.01	97.07	20.89	57.63	38.24	37.05	12.42	11.45
NJ	26,805	1.96	98.61	34.59	65.29	4.60	86.21	1.87	7.22
DC	1,575	1.91	98.70	49.33	50.60	99.94	0.00	0.00	0.00
NM	5,545	1.63	99.01	19.06	77.19	51.02	15.06	15.62	17.26
AL	12,080	1.62	99.70	43.59	55.56	29.56	19.56	17.52	32.13
ND	1,285	1.16	99.78	50.74	49.26	34.01	5.29	18.05	42.65
MS	3,875	0.79	100.00	30.68	69.24	9.11	30.58	17.65	42.58

TABLE I14

2015–2016 White Student Enrollment Nationally and by State for Title I Status and Locale With Cumulative Percentage and Ordered by Percent Enrolled in States

State	N of White	% of State Pop	National Cumulative %	Non-Title I %	Title I %	City %	Suburb%	Town %	Rural %
National	24,675,188	48.90		38.16	60.10	17.90	40.04	14.59	26.85
WV	252,470	90.65	1.02	62.65	37.18	13.28	20.24	21.83	44.61
VT	74,904	90.34	1.33	31.95	67.98	5.64	9.06	28.89	59.53
ME	160,328	90.30	1.98	11.18	88.64	9.77	16.50	17.64	56.10
NH	157,845	86.42	2.62	9.94	90.02	10.51	37.92	14.56	36.98
MT	116,803	79.25	3.09	10.50	89.42	24.63	2.01	36.52	36.77
ND	86,727	78.53	3.44	54.68	45.32	26.82	11.04	20.65	41.49
WY	74,292	78.44	3.74	59.95	38.89	23.31	1.61	44.79	29.74
KY	537,905	78.21	5.92	10.33	89.65	11.40	19.37	27.24	41.98
IA	388,842	77.56	7.50	36.37	63.43	21.34	13.15	25.93	39.40
ID	224,961	76.01	8.41	22.88	76.43	23.76	27.39	23.64	24.69
UT	503,468	75.72	10.45	77.35	22.50	12.09	65.43	11.41	10.92
SD	103,615	75.62	10.87	28.09	71.31	23.49	1.91	31.20	42.81
MO	672,478	72.37	13.60	22.68	76.84	11.46	31.22	24.20	32.70
OH	1,261,116	71.82	18.71	26.98	72.14	8.94	45.28	16.08	29.30
WI	616,919	71.08	21.21	52.19	47.57	18.20	30.32	23.18	28.19
IN	718,918	69.62	24.12	26.46	73.31	20.00	26.42	17.65	35.73
MN	604,112	68.59	26.57	61.19	38.59	13.49	34.20	25.19	26.77
NE	213,961	67.50	27.44	66.53	33.22	30.43	15.32	22.28	31.91
PA	1,163,312	67.44	32.15	26.76	72.63	6.97	55.46	12.08	25.11
MI	1,042,015	67.44	36.37	44.24	55.11	12.67	44.38	14.95	26.13
KS	318,837	64.94	37.66	25.03	74.25	19.12	18.75	26.76	34.76
TN	640,708	64.17	40.26	19.79	80.05	17.30	23.18	20.07	39.40
OR	362,560	63.23	41.73	64.36	34.92	31.81	25.70	24.70	17.22
MA	595,411	62.48	44.14	54.65	44.80	8.04	77.34	1.74	12.51
AR	300,909	62.10	45.36	12.00	87.20	19.54	14.50	24.44	40.77
RI	84,072	59.40	45.70	22.21	76.79	12.56	71.79	0.00	15.27
CT	299,991	55.96	46.92	52.44	47.45	14.48	63.95	3.80	17.58
WA	610,446	55.75	49.39	32.52	67.21	29.65	43.21	12.91	13.98
AL	413,547	55.50	51.07	45.74	53.87	12.97	22.56	15.51	48.40
CO	486,807	54.11	53.04	82.45	17.25	29.53	43.16	9.67	17.36
SC	395,034	51.56	54.64	70.64	28.97	16.17	38.20	9.04	36.29
VA	648,673	50.48	57.27	76.59	23.32	16.67	40.59	9.36	33.28
OK	349,434	50.22	58.69	14.53	85.20	14.10	25.76	24.31	35.59
NC	768,453	49.52	61.80	32.45	67.36	18.45	27.62	9.73	44.11
IL	989,357	48.80	65.81	22.12	73.28	12.93	50.95	17.15	18.73
AK	62,891	47.67	66.07	55.13	44.28	29.83	11.77	33.52	24.79
NJ	638,333	46.58	68.65	38.79	61.08	1.74	83.51	2.58	12.09
DE	63,437	45.66	68.91	40.56	57.89	6.96	49.43	18.60	23.19
LA	329,683	45.65	70.25	15.88	82.36	15.13	32.84	13.50	37.95
NY	1,222,303	44.84	75.20	34.52	52.31	16.82	44.79	15.57	22.13
MS	218,586	44.49	76.09	36.32	63.13	4.02	17.72	18.84	58.88
GA	724,461	41.01	79.02	50.51	48.82	8.70	38.10	13.09	39.36
AZ	448,393	39.59	80.84	8.68	89.53	40.31	35.55	12.45	11.54
FL	1,094,138	39.36	85.27	22.76	77.15	23.60	53.87	5.55	16.92
MD	343,829	38.47	86.67	63.79	36.05	14.31	55.02	6.26	24.24
NV	160,190	34.04	87.32	65.72	33.98	51.62	24.76	13.52	10.01
TX	1,508,454	28.45	93.43	35.34	64.34	25.54	34.80	12.47	26.98
CA	1,509,079	24.07	99.55	44.58	46.82	34.18	45.87	7.20	8.31
NM	80,319	23.68	99.87	17.66	78.81	31.69	12.09	31.45	22.82
HI	23,415	12.82	99.97	56.81	43.19	15.17	46.22	25.42	13.18
DC	8,447	10.26	100.00	68.99	30.96	99.95	0.00	0.00	0.00

Appendix J
Estimated Numbers and Percentages of Students Missing From Identification as Gifted, Nationally, by State and by Racial Grouping

TABLE J1

Estimated Students Missing and Percent Missing in Schools That Do Not Identify Gifted Students

Year	Students Identified with Gifts and Talents	National Average Rate of Identification	Missing Students Lower Boundary	% Missing Lower Boundary	National Average Non-Title I Rate of Identification	Missing Students Upper Boundary	% Missing Upper Boundary
2015-16	3,255,232	0.0957	2,092,850	39.13%	0.1346	3,635,533	52.76%
2013-14	3,382,078	0.1019	2,162,284	39.00%	0.1365	3,546,813	51.19%
2011-12	3,190,688	0.0961	2,071,206	39.36%	0.1211	2,938,092	47.94%
2000	2,871,237	0.0874	1,591,196	35.66%	n/a	n/a	n/a

TABLE J2

2015–2016 Students Nationally and by State, Identified With Gifts and Talents, Rate of Identification, Missing by Lower and Upper Boundary Estimates, and Percent Missing by Lower and Upper Boundary Estimates

State	Students Identified With Gifts and Talents	State Average Rate of Identification	Missing Students Lower Boundary	Missing Students Upper Boundary	% Missing Lower Boundary	State Rank by % Missing at Lower Boundary	% Missing Upper Boundary	Grade for % Missing
National	3,255,232	0.0957	2,092,850	3,635,533	39.13%		52.76%	Fail
AK	6,397	0.0684	3,534	4,475	35.59%	24	41.16%	Fail
AL	51,695	0.0932	28,237	43,746	35.33%	23	45.84%	Fail
AR	46,172	0.1076	10,423	12,825	18.42%	4	21.74%	Pass
AZ	53,066	0.0740	42,230	28,808	44.31%	32	35.19%	Fail
CA	424,890	0.1000	274,119	401,139	39.22%	29	48.56%	Fail
CO	69,067	0.0822	16,859	22,174	19.62%	7	24.30%	Pass
CT	11,906	0.0673	26,033	35,327	68.62%	40	74.79%	Fail
DC	0	0.0957	7,880	11,083	100.00%	51	100.00%	Fail
DE	3,613	0.0784	8,093	11,716	69.13%	41	76.43%	Fail
FL	164,884	0.0675	50,020	157,125	23.28%	11	48.80%	Fail
GA	189,320	0.1121	56,848	125,737	23.09%	10	39.91%	Fail
HI	5,078	0.0436	3,719	2,870	42.28%	30	36.11%	Fail
ID	7,152	0.0463	7,504	9,249	51.20%	36	56.39%	Fail
IL	68,929	0.1320	206,715	247,567	74.99%	44	78.22%	Fail
IN	126,906	0.1454	37,645	94,544	22.88%	9	42.69%	Fail
KS	12,643	0.0302	4,145	7,940	24.69%	14	38.57%	Fail
KY	94,851	0.1483	16,129	33,045	14.53%	1	25.84%	Pass
LA	44,078	0.0936	7,511	15,578	14.56%	2	26.11%	Pass
LA	29,600	0.0473	10,108	42,364	25.46%	16	58.87%	Fail
MA	6,739	0.0957	87,405	122,933	95.84%	48	96.31%	Fail
MD	151,245	0.2437	91,225	125,981	37.62%	27	45.44%	Fail
ME	9,528	0.0674	2,816	4,058	22.81%	8	29.87%	Fail
MI	19,641	0.1247	174,273	230,105	89.87%	46	92.14%	Fail
MN	69,691	0.1476	67,131	71,114	49.06%	33	50.51%	Fail
MO	36,532	0.0558	19,281	33,895	34.55%	22	48.13%	Fail
MS	33,207	0.0944	20,065	29,160	37.67%	28	46.76%	Fail
MT	4,945	0.0640	4,836	4,666	49.44%	34	48.55%	Fail
NC	170,771	0.1185	56,739	133,773	24.94%	15	43.93%	Fail
ND	2,861	0.0876	7,062	8,264	71.17%	42	74.28%	Fail
NE	35,778	0.1357	12,271	19,419	25.54%	17	35.18%	Fail

State	Students Identified With Gifts and Talents	State Average Rate of Identification	Missing Students Lower Boundary	Missing Students Upper Boundary	% Missing Lower Boundary	State Rank by % Missing at Lower Boundary	% Missing Upper Boundary	Grade for % Missing
NH	2,014	0.1194	19,857	20,266	90.79%	47	90.96%	**Fail**
NJ	80,037	0.1150	87,181	93,338	52.14%	38	53.84%	**Fail**
NM	16,239	0.0555	6,211	23,801	27.67%	21	59.44%	**Fail**
NV	24,566	0.0578	7,648	10,903	23.74%	12	30.74%	**Fail**
NY	43,802	0.1411	344,888	260,680	88.73%	45	85.61%	**Fail**
OH	109,491	0.0909	64,482	121,293	37.06%	26	52.56%	**Fail**
OK	96,726	0.1504	19,449	60,725	16.74%	3	38.57%	**Pass**
OR	33,111	0.0705	12,534	21,475	27.46%	20	39.34%	**Fail**
PA	60,033	0.0431	21,201	45,156	26.10%	18	42.93%	**Fail**
RI	148	0.0957	13,402	18,902	98.91%	50	97.50%	**Fail**
SC	118,013	0.1709	37,592	58,054	24.16%	13	32.97%	**Fail**
SD	2,683	0.0677	7,084	9,321	72.53%	43	77.65%	**Fail**
TN	15,229	0.0282	15,407	41,583	50.29%	35	73.19%	**Fail**
TX	404,721	0.0819	95,324	252,170	19.06%	5	38.39%	**Pass**
UT	31,031	0.1268	54,992	67,504	63.93%	39	68.51%	**Fail**
VA	160,544	0.1342	38,834	53,245	19.48%	6	24.91%	**Pass**
VT	121	0.0957	7,821	11,042	97.63%	49	80.60%	**Fail**
WA	51,306	0.0649	28,948	30,958	36.07%	25	37.63%	**Fail**
WI	45,219	0.0855	33,773	37,886	42.75%	31	45.59%	**Fail**
WV	5,337	0.0257	2,020	3,504	27.45%	19	39.63%	**Fail**
WY	3,676	0.0776	3,999	4,409	52.10%	37	54.53%	**Fail**

Note. Because District of Columbia does not identify students with gifts and talents and Massachusetts, Rhode Island, and Vermont identify less than 5% of their students, the National rates were used. Lower Boundary estimate is based on the National average ID of 9.57. Upper Boundary estimate is based on Nation Non-Title I rate of 13.46.

TABLE J3

2015–2016 American Indian and Alaska Native Students, Nationally and by State, Identified With Gifts and Talents and Missing by Lower and Upper Boundary Estimates and Percent Missing Estimates at Upper and Lower Boundaries

State	AIAN Students Identified with Gifts and Talents	Missing AIAN Students Lower Boundary	Missing AIAN Students Upper Boundary	% Missing AIAN Lower Boundary	% Missing AIAN Upper Boundary
National	25,954	24,290	44,663	48.34%	63.25%
AK	241	1,873	2,230	88.60%	90.25%
AL	803	141	272	14.96%	25.32%
AR	203	136	173	40.12%	46.01%
AZ	941	3,038	2,161	76.35%	69.66%
CA	1,365	2,285	3,276	62.60%	70.59%
CO	244	287	377	54.03%	60.68%
CT	19	83	114	81.42%	85.70%
DC	0	14	20	100.00%	100.00%
DE	22	27	38	55.22%	63.22%
FL	374	233	659	38.39%	63.80%
GA	329	69	292	17.33%	47.01%
HI	17	8	6	31.44%	25.96%
IA	79	100	148	55.94%	65.24%
ID	48	150	188	75.77%	79.68%
IL	120	646	779	84.33%	86.65%
IN	188	137	291	42.15%	60.73%
KS	81	77	134	48.75%	62.39%
KY	85	39	70	31.29%	45.01%
LA	138	99	357	41.68%	72.14%
MA	15	205	289	93.20%	95.07%
MD	239	367	510	60.56%	68.09%
ME	27	55	66	67.24%	71.00%
MI	91	1,281	1,683	93.37%	94.87%
MN	418	1,891	2,006	81.90%	82.75%
MO	113	95	166	45.69%	59.53%
MS	48	66	99	57.86%	67.44%
MT	179	953	916	84.18%	83.65%
NC	1,264	1,261	2,901	49.94%	69.65%
ND	370	579	671	61.03%	64.47%
NE	154	453	623	74.62%	80.18%
NH	1	61	62	98.39%	98.42%
NJ	70	134	145	65.68%	67.47%
NM	1,015	928	3,109	47.77%	75.39%
NV	113	153	205	57.45%	64.47%
NY	222	2,232	1,665	90.95%	88.23%
OH	88	116	206	56.89%	70.03%
OK	13,638	1,548	9,143	10.19%	40.13%
OR	176	409	587	69.90%	76.94%
PA	51	68	113	57.09%	68.98%
RI	1	94	132	98.94%	99.25%
SC	248	191	324	43.50%	56.65%
SD	56	983	1,287	94.61%	95.83%
TN	20	30	80	59.79%	79.95%
TX	1,053	539	1,300	33.85%	55.25%
UT	177	732	879	80.53%	83.23%
VA	324	172	267	34.71%	45.16%
VT	0	41	58	100.00%	100.00%
WA	244	677	729	73.51%	74.92%
WI	176	715	803	80.24%	82.02%
WV	4	3	5	45.13%	54.99%
WY	62	225	248	78.40%	80.01%

Note. Because District of Columbia does not identify students with gifts and talents and Massachusetts, Rhode Island, and Vermont identify less than 5% of their students, the National rates were used. Lower Boundary estimate is based on the National average ID of 9.57. Upper Boundary estimate is based on Nation Non-Title I rate of 13.46.

TABLE J4

2015–2016 Asian Students, Nationally and by State, Identified With Gifts and Talents and Missing by Lower and Upper Boundary Estimates and Percent Missing Estimates at Upper and Lower Boundaries

State	Asian Students Identified With Gifts and Talents	Missing Asian Students Lower Boundary	Missing Asian Students Upper Boundary	% Missing Asian Lower Boundary	% Missing Asian Upper Boundary
National	322,114	81,354	114,341	20.16%	26.20%
AK	460	79	166	14.62%	26.55%
AL	1,091	445	610	28.99%	35.86%
AR	1,065	114	126	9.67%	10.58%
AZ	2,881	1,105	861	27.72%	23.02%
CA	91,772	21,891	27,836	19.26%	23.27%
CO	3,541	85	100	2.35%	2.74%
CT	1,254	1,122	1,458	47.23%	53.76%
DC	0	116	163	100.00%	100.00%
DE	343	243	339	41.47%	49.70%
FL	10,142	520	885	4.87%	8.02%
GA	17,622	85	132	0.48%	0.74%
HI	2,122	734	612	25.71%	22.40%
IA	1,504	65	83	4.16%	5.21%
ID	194	82	98	29.78%	33.58%
IL	9,001	7,120	8,358	44.17%	48.15%
IN	4,577	317	467	6.48%	9.26%
KS	876	43	59	4.72%	6.32%
KY	2,169	227	284	9.48%	11.57%
LA	1,545	32	67	2.04%	4.17%
MA	729	5,514	7,756	88.32%	91.41%
MD	22,199	1,819	2,248	7.57%	9.19%
ME	240	28	32	10.41%	11.61%
MI	1,432	5,483	7,091	79.29%	83.20%
MN	9,489	2,409	2,528	20.24%	21.04%
MO	1,977	196	264	9.04%	11.77%
MS	615	161	209	20.78%	25.34%
MT	67	23	23	25.79%	25.16%
NC	9,826	388	640	3.80%	6.11%
ND	108	82	94	43.16%	46.57%
NE	1,436	63	81	4.20%	5.32%
NH	118	637	649	84.37%	84.61%
NJ	16,927	6,028	6,360	26.26%	27.31%
NM	537	15	33	2.80%	5.76%
NV	2,248	87	105	3.74%	4.44%
NY	8,657	28,844	21,932	76.92%	71.70%
OH	4,979	725	1,043	12.72%	17.32%
OK	3,392	89	134	2.56%	3.79%
OR	3,804	117	153	2.99%	3.87%
PA	5,295	663	917	11.13%	14.76%
RI	1	426	600	99.77%	99.83%
SC	3,248	152	198	4.47%	5.75%
SD	104	92	119	46.87%	53.28%
TN	1,003	172	345	14.63%	25.59%
TX	39,937	708	1,047	1.74%	2.55%
UT	1,503	687	798	31.37%	34.67%
VA	19,919	1,499	1,785	7.00%	8.22%
VT	7	176	247	96.17%	97.25%
WA	7,564	1,536	1,622	16.88%	17.66%
WI	2,378	800	879	25.16%	26.98%
WV	169	8	10	4.76%	5.74%
WY	47	32	35	40.67%	42.91%

Note. Because District of Columbia does not identify students with gifts and talents and Massachusetts, Rhode Island, and Vermont identify less than 5% of their students, the National rates were used. Lower Boundary estimate is based on the National average ID of 9.57. Upper Boundary estimate is based on Nation Non-Title I rate of 13.46.

TABLE J5

2015–2016 Black Students, Nationally and by State, Identified With Gifts and Talents and Missing by Lower and Upper Boundary Estimates and Percent Missing Estimates at Upper and Lower Boundaries

State	Black Students Identified With Gifts and Talents	Missing Black Students Lower Boundary	Missing Black Students Upper Boundary	% Missing Black Lower Boundary	% Missing Black Upper Boundary
National	276,840	469,213	771,728	62.89%	73.60%
AK	144	140	188	49.32%	56.63%
AL	8,320	14,917	23,506	64.19%	73.86%
AR	7,553	3,025	4,160	28.60%	35.52%
AZ	1,276	3,176	2,195	71.34%	63.24%
CA	14,676	21,797	31,704	59.76%	68.36%
CO	1,617	1,804	2,384	52.74%	59.58%
CT	865	3,766	5,153	81.32%	85.63%
DC	0	5,564	7,826	100.00%	100.00%
DE	688	2,711	4,052	79.76%	85.48%
FL	15,264	27,075	56,798	63.95%	78.82%
GA	34,285	38,969	80,004	53.20%	70.00%
HI	55	99	73	64.24%	57.12%
IA	849	1,821	2,535	68.20%	74.91%
ID	33	113	141	77.36%	81.01%
IL	6,121	40,197	48,248	86.78%	88.74%
IN	6,221	12,157	20,853	66.15%	77.02%
KS	294	772	1,159	72.42%	79.76%
KY	3,632	7,173	9,870	66.39%	73.10%
LA	7,017	8,036	24,490	53.39%	77.73%
MA	1,008	7,453	10,482	88.09%	91.23%
MD	33,865	41,830	59,695	55.26%	63.80%
ME	147	262	315	64.02%	68.15%
MI	2,141	32,587	42,772	93.83%	95.23%
MN	5,713	7,880	8,556	57.97%	59.96%
MO	2,774	5,512	8,345	66.52%	75.05%
MS	9,592	13,464	20,246	58.40%	67.85%
MT	24	63	61	72.55%	71.62%
NC	17,376	29,973	60,727	63.30%	77.75%
ND	67	387	454	85.24%	87.15%
NE	1,323	1,650	2,484	55.49%	65.25%
NH	12	407	415	97.14%	97.19%
NJ	6,263	18,777	20,158	74.99%	76.29%
NM	225	147	565	39.57%	71.53%
NV	1,050	1,796	2,358	63.11%	69.19%
NY	4,815	62,953	47,458	92.89%	90.79%
OH	4,348	21,268	32,496	83.03%	88.20%
OK	4,762	4,556	9,216	48.89%	65.93%
OR	354	600	891	62.90%	71.57%
PA	2,014	9,005	13,226	81.72%	86.78%
RI	0	1,138	1,600	100.00%	100.00%
SC	20,160	25,055	38,766	55.41%	65.79%
SD	31	235	313	88.35%	90.99%
TN	1,305	5,056	11,453	79.48%	89.77%
TX	25,881	28,542	54,571	52.44%	67.83%
UT	487	680	868	58.28%	64.06%
VA	18,417	21,112	28,645	53.41%	60.87%
VT	2	190	267	98.96%	99.26%
WA	885	2,278	2,456	72.02%	73.51%
WI	2,753	4,254	4,948	60.71%	64.25%
WV	115	202	272	63.75%	70.26%
WY	21	63	71	74.98%	77.18%

Note. Because District of Columbia does not identify students with gifts and talents and Massachusetts, Rhode Island, and Vermont identify less than 5% of their students, the National rates were used. Lower Boundary estimate is based on the National average ID of 9.57. Upper Boundary estimate is based on Nation Non-Title I rate of 13.46.

TABLE J6

2015–2016 Latinx Students, Nationally and by State, Identified With Gifts and Talents and Missing by Lower and Upper Boundary Estimates and Percent Missing Estimates at Upper and Lower Boundaries

State	Latinx Students Identified With Gifts and Talents	Missing Latinx Students Lower Boundary	Missing Latinx Students Upper Boundary	% Missing Latinx Lower Boundary	% Missing Latinx Upper Boundary
National	588,891	658,544	1,164,363	52.79%	66.41%
AK	351	251	352	41.68%	50.09%
AL	1,869	2,811	4,541	60.06%	70.84%
AR	3,229	3,186	3,874	49.66%	54.54%
AZ	16,294	21,028	12,799	56.34%	43.99%
CA	175,187	162,996	254,853	48.20%	59.26%
CO	12,553	12,134	16,315	49.15%	56.52%
CT	1,332	6,964	9,448	83.94%	87.64%
DC	0	1,217	1,712	100.00%	100.00%
DE	312	1,418	2,101	81.97%	87.07%
FL	46,396	12,922	54,566	21.78%	54.05%
GA	13,694	15,074	31,188	52.40%	69.49%
HI	311	648	489	67.57%	61.12%
IA	2,012	2,790	4,074	58.10%	66.94%
ID	448	1,908	2,360	80.98%	84.04%
IL	10,475	57,769	69,631	84.65%	86.92%
IN	7,975	8,618	16,468	51.94%	67.37%
KS	863	1,939	2,955	69.20%	77.40%
KY	2,418	3,670	5,190	60.28%	68.22%
LA	1,334	684	2,890	33.90%	68.42%
MA	1,250	15,583	21,917	92.57%	94.60%
MD	19,672	14,766	22,894	42.88%	53.78%
ME	106	129	159	54.82%	60.01%
MI	591	13,312	17,390	95.75%	96.71%
MN	4,401	6,916	7,479	61.11%	62.95%
MO	1,219	1,810	2,845	59.75%	70.01%
MS	994	722	1,226	42.07%	55.23%
MT	89	293	281	76.72%	75.94%
NC	12,390	17,526	36,957	58.58%	74.89%
ND	47	365	426	88.59%	90.06%
NE	3,354	4,400	6,577	56.75%	66.23%
NH	38	1,134	1,157	96.76%	96.82%
NJ	10,843	29,270	31,481	72.97%	74.38%
NM	7,056	4,435	17,333	38.60%	71.07%
NV	7,397	3,933	6,169	34.71%	45.47%
NY	4,651	94,583	70,802	95.31%	93.84%
OH	2,243	5,806	9,334	72.13%	80.63%
OK	9,247	7,337	15,631	44.24%	62.83%
OR	2,759	6,332	9,105	69.65%	76.74%
PA	1,957	5,759	8,715	74.64%	81.66%
RI	3	3,254	4,577	99.91%	99.93%
SC	5,608	5,366	8,693	48.90%	60.79%
SD	38	432	570	91.92%	93.75%
TN	527	2,005	4,551	79.18%	89.62%
TX	168,406	58,892	167,604	25.91%	49.88%
UT	4,310	9,344	11,542	68.43%	72.81%
VA	14,241	10,570	15,298	42.60%	51.79%
VT	0	132	186	100.00%	100.00%
WA	4,586	11,484	12,388	71.46%	72.98%
WI	3,608	4,806	5,640	57.12%	60.99%
WV	35	76	100	68.43%	74.10%
WY	172	819	915	82.65%	84.18%

Note. Because District of Columbia does not identify students with gifts and talents and Massachusetts, Rhode Island, and Vermont identify less than 5% of their students, the National rates were used. Lower Boundary estimate is based on the National average ID of 9.57. Upper Boundary estimate is based on Nation Non-Title I rate of 13.46.

TABLE J7

2015–2016 Native Hawiian/Pacific Islander Students, Nationally and by State, Identified With Gifts and Talents and Missing by Lower and Upper Boundary Estimates and Percent Missing Estimates at Upper and Lower Boundaries

State	NHPI Students Identified With Gifts and Talents	Missing NHPI Students Lower Boundary	Missing NHPI Students Upper Boundary	% Missing NHPI Lower Boundary	% Missing NHPI Upper Boundary
National	7,459	11,182	18,741	59.99%	71.53%
AK	98	148	190	60.19%	65.93%
AL	28	47	75	62.91%	72.92%
AR	81	296	336	78.51%	80.58%
AZ	136	141	80	50.96%	37.09%
CA	2,291	1,679	2,757	42.29%	54.62%
CO	109	63	92	36.60%	45.78%
CT	10	29	40	74.10%	80.07%
DC	0	9	13	100.00%	100.00%
DE	5	31	45	86.02%	89.97%
FL	197	88	289	30.96%	59.44%
GA	187	34	158	15.35%	45.74%
HI	875	1,550	1,147	63.92%	56.73%
IA	33	70	98	68.05%	74.79%
ID	9	39	48	81.20%	84.23%
IL	88	203	253	69.72%	74.20%
IN	69	39	90	36.21%	56.70%
KS	11	20	31	64.50%	73.95%
KY	82	22	48	21.48%	37.16%
LA	38	3	21	6.62%	35.12%
MA	11	84	118	88.40%	91.47%
MD	123	187	261	60.38%	67.94%
ME	8	4	5	32.16%	39.95%
MI	26	158	206	85.90%	88.82%
MN	30	106	113	78.01%	79.05%
MO	43	85	129	66.42%	74.98%
MS	20	6	13	24.31%	38.49%
MT	9	14	13	60.36%	59.02%
NC	144	87	236	37.55%	62.14%
ND	7	24	29	77.49%	80.40%
NE	36	29	47	44.49%	56.66%
NH	0	20	21	100.00%	100.00%
NJ	229	153	162	40.13%	41.42%
NM	29	3	29	8.57%	49.63%
NV	283	94	168	24.86%	37.25%
NY	118	825	627	87.48%	84.16%
OH	47	107	174	69.44%	78.75%
OK	200	142	313	41.56%	61.04%
OR	99	191	280	65.88%	73.85%
PA	41	15	37	27.21%	47.37%
RI	0	19	27	100.00%	100.00%
SC	144	34	88	19.15%	37.96%
SD	0	8	11	100.00%	100.00%
TN	21	11	38	35.25%	64.23%
TX	403	180	459	30.88%	53.24%
UT	576	706	912	55.06%	61.30%
VA	237	32	83	11.84%	25.95%
VT	0	9	12	100.00%	100.00%
WA	200	540	581	72.96%	74.40%
WI	20	44	50	68.66%	71.49%
WV	7	1	1	10.21%	12.17%
WY	1	13	14	92.84%	93.47%

Note. Because District of Columbia does not identify students with gifts and talents and Massachusetts, Rhode Island, and Vermont identify less than 5% of their students, the National rates were used. Lower Boundary estimate is based on the National average ID of 9.57. Upper Boundary estimate is based on Nation Non-Title I rate of 13.46.

TABLE J8

2015–2016 Two or More Races Students, Nationally and by State, Identified With Gifts and Talents and Missing by Lower and Upper Boundary Estimates and Percent Missing Estimates at Upper and Lower Boundaries

State	TMR Students Identified with Gifts and Talents	Missing TMR Students Lower Boundary	Missing TMR Students Upper Boundary	% Missing TMR Lower Boundary	% Missing TMR Upper Boundary
National	120,707	50,137	114,320	29.35%	48.64%
AK	775	165	323	17.55%	29.44%
AL	705	421	837	37.37%	54.28%
AR	900	329	461	26.77%	33.87%
AZ	1,695	784	611	31.61%	26.49%
CA	17,634	8,188	10,412	31.71%	37.12%
CO	3,144	159	186	4.80%	5.57%
CT	403	687	914	63.02%	69.41%
DC	0	151	212	100.00%	100.00%
DE	85	226	348	72.65%	80.39%
FL	5,958	742	4,764	11.07%	44.43%
GA	7,149	263	3,338	3.54%	31.83%
HI	567	410	316	41.96%	35.79%
IA	1,076	577	1,020	34.92%	48.66%
ID	163	200	269	55.08%	62.31%
IL	3,062	5,992	7,096	66.18%	69.86%
IN	4,921	2,049	5,346	29.39%	52.07%
KS	585	147	413	20.13%	41.39%
KY	2,329	1,149	2,017	33.04%	46.41%
LA	645	72	803	10.06%	55.47%
MA	241	3,431	4,826	93.44%	95.24%
MD	7,698	2,710	3,855	26.04%	33.37%
ME	150	93	125	38.34%	45.42%
MI	367	6,072	7,960	94.30%	95.59%
MN	2,408	2,493	2,737	50.87%	53.20%
MO	1,175	498	1,070	29.77%	47.66%
MS	207	159	267	43.44%	56.30%
MT	100	159	150	61.36%	60.06%
NC	6,340	869	5,552	12.06%	46.69%
ND	10	103	119	91.12%	92.26%
NE	1,112	375	792	25.22%	41.61%
NH	58	542	552	90.33%	90.50%
NJ	1,197	1,887	2,057	61.18%	63.21%
NM	482	17	171	3.39%	26.17%
NV	1,925	122	146	5.95%	7.05%
NY	1,120	6,691	5,088	85.66%	81.96%
OH	3,812	3,807	7,146	49.97%	65.21%
OK	7,056	1,579	5,897	18.29%	45.53%
OR	2,310	383	731	14.24%	24.05%
PA	1,461	1,096	2,076	42.87%	58.69%
RI	3	560	789	99.47%	99.62%
SC	3,723	917	2,324	19.77%	38.44%
SD	64	256	350	80.01%	84.54%
TN	296	299	898	50.26%	75.20%
TX	10,646	501	3,025	4.49%	22.13%
UT	460	1,576	1,904	77.41%	80.54%
VA	9,205	553	1,339	5.66%	12.70%
VT	3	214	301	98.62%	99.01%
WA	3,956	1,541	1,677	28.04%	29.78%
WI	1,183	1,105	1,331	48.29%	52.95%
WV	109	74	114	40.55%	51.22%
WY	34	120	134	77.86%	79.81%

Note. Because District of Columbia does not identify students with gifts and talents and Massachusetts, Rhode Island, and Vermont identify less than 5% of their students, the National rates were used. Lower Boundary estimate is based on the National average ID of 9.57. Upper Boundary estimate is based on Nation Non-Title I rate of 13.46.

TABLE J9

2015–2016 White Students, Nationally and by State, Identified With Gifts and Talents and Missing by Lower and Upper Boundary Estimates and Percent Missing Estimates at Upper and Lower Boundaries

State	White Students Identified With Gifts and Talents	Missing White Students Lower Boundary	Missing White Students Upper Boundary	% Missing White Lower Boundary	% Missing White Upper Boundary
National	1,913,267	798,131	1,407,376	29.44%	42.38%
AK	4,328	878	1,026	16.86%	19.16%
AL	38,879	9,455	13,905	19.56%	26.34%
AR	33,141	3,337	3,695	9.15%	10.03%
AZ	29,843	12,958	10,101	30.27%	25.29%
CA	121,965	55,284	70,300	31.19%	36.56%
CO	47,859	2,328	2,722	4.64%	5.38%
CT	8,023	13,382	18,200	62.52%	69.40%
DC	0	808	1,137	100.00%	100.00%
DE	2,158	3,437	4,793	61.43%	68.96%
FL	86,553	8,440	39,165	8.89%	31.15%
GA	116,054	2,355	10,625	1.99%	8.39%
HI	1,131	271	226	19.30%	16.63%
IA	38,525	2,088	7,620	5.14%	16.51%
ID	6,257	5,012	6,144	44.48%	49.55%
IL	40,062	94,788	113,203	70.29%	73.86%
IN	102,955	14,329	51,029	12.22%	33.14%
KS	9,933	1,146	3,188	10.34%	24.30%
KY	84,136	3,849	15,567	4.37%	15.61%
LA	18,883	1,182	13,735	5.89%	42.11%
MA	3,485	55,134	77,545	94.05%	95.70%
MD	67,449	29,546	36,519	30.46%	35.13%
ME	8,850	2,245	3,356	20.24%	27.49%
MI	14,993	115,380	153,003	88.50%	91.08%
MN	47,232	45,436	47,695	49.03%	50.24%
MO	29,231	11,085	21,077	27.50%	41.90%
MS	21,731	5,487	7,100	20.16%	24.63%
MT	4,477	3,331	3,222	42.66%	41.85%
NC	123,431	6,636	26,760	5.10%	17.82%
ND	2,252	5,523	6,471	71.03%	74.18%
NE	28,363	5,301	8,815	15.75%	23.71%
NH	1,787	17,055	17,410	90.52%	90.69%
NJ	44,508	30,932	32,975	41.00%	42.56%
NM	6,895	665	2,561	8.80%	27.08%
NV	11,550	1,464	1,752	11.25%	13.17%
NY	24,219	148,759	113,109	86.00%	82.36%
OH	93,974	32,652	70,893	25.79%	43.00%
OK	58,431	4,197	20,390	6.70%	25.87%
OR	23,609	4,501	9,728	16.01%	29.18%
PA	49,214	4,595	20,073	8.54%	28.97%
RI	140	7,912	11,176	98.26%	98.76%
SC	84,882	5,878	7,660	6.48%	8.28%
SD	2,390	5,078	6,672	68.00%	73.63%
TN	12,057	7,834	24,219	39.38%	66.76%
TX	158,395	5,962	24,164	3.63%	13.24%
UT	23,518	41,266	50,601	63.70%	68.27%
VA	98,201	4,896	5,829	4.75%	5.60%
VT	109	7,059	9,973	98.48%	98.92%
WA	33,871	10,892	11,505	24.33%	25.35%
WI	35,101	22,050	24,234	38.58%	40.84%
WV	4,898	1,655	3,001	25.25%	38.00%
WY	3,339	2,727	2,991	44.96%	47.25%

Note. Because District of Columbia does not identify students with gifts and talents and Massachusetts, Rhode Island, and Vermont identify less than 5% of their students, the National rates were used. Lower Boundary estimate is based on the National average ID of 9.57. Upper Boundary estimate is based on Nation Non-Title I rate of 13.46.