

# **STATE REPORT CARDS EQUAL TALENTS**, UNEQUAL OPPORTUNITIES

A Report Card on State Support for Academically Talented Low-Income Students

2ND EDITION



March 2018



#### **ALABAMA**

	ALL STATES	ALABAMA
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	C
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	Yes
Include high achievers in growth model	Yes: 38	No
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Not permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	Permitted
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	Not specified in policy
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	В
Percentage of K-12 students identified as gifted 11	% or more: 8 3-10%: 30 0-2%: 13	8%
Percentage of Class of 2013 who took at least one AP ex	am 26% or more: 30 11-25%: 21	25%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	D
% Advanced Grade 4 Math NAEP 2015	7%	2%
% Advanced Grade 8 Math NAEP 2015	8%	3%
% Advanced Grade 4 Reading NAEP 2015	8%	5%
% Advanced Grade 8 Reading NAEP 2015	3%	2%
% HS students scoring 3+ on 1+ AP exam 2013	20%	11%



#### **ALABAMA**

GRADE FOR CLOSING	ALL STATES		ALABA	AMA	
EXCELLENCE GAPS	A; 0 B; 0 C; 1	.9 D; 31 F: 1	D-		
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	C		
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)	
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	Requi	ired	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye (free /		
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		State/district & student: 6  LEA determined: 20  LEA determined: 20		rmined
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		Inservio	e only	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	)	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	.2 D: 13 F: 10 lete: 1	C	-	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		3		
Percent low-income K-12 students identified as gifted	Incom	Incomplete <b>Unavai</b>		lable	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	D	-	
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	5%	0%	
% Advanced G8 Math NAEP 2015	13%	2%	6%	1%	
% Advanced G4 Reading NAEP 2015	15%	3%	10%	2%	
% Advanced G8 Reading NAEP 2015	6%	1%	3%	1%	
% of students who were low-income	48	%	559	%	
% of 2013 AP exam takers who were low-income studer	nts 28	28% <b>24%</b>		%	
% students scoring 3+ on 1+ AP exam in 2013 who we	re low-income 22	%	139	%	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



## **ALASKA**

	ALL STATES	ALASKA
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	C
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	No policy
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	LEA discretion
Mandatory	Yes: 11	No
Public postsecondary institutions required to accept	credits Yes: 24	Not specified in policy
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C+
Percentage of K-12 students identified as gifted 11	% or more: 8	5%
Percentage of Class of 2013 who took at least one AP ex	am 26% or more: 30 11-25%: 21	23%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C-
% Advanced Grade 4 Math NAEP 2015	7%	6%
% Advanced Grade 8 Math NAEP 2015	8%	7%
% Advanced Grade 4 Reading NAEP 2015	8%	6%
% Advanced Grade 8 Reading NAEP 2015	3%	3%
% HS students scoring 3+ on 1+ AP exam 2013	20%	15%



#### **ALASKA**

GRADE FOR CLOSING	ALL STATES		ALAS	ALASKA	
EXCELLENCE GAPS	A; 0 B; 0 C; 1	.9 D: 31 F: 1			
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	F		
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)	
State mandates and/or funds universal screening	Requir Encoura No:	aged: 2	No	ı	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	)	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		State/district & student: 6 LEA determined: 20 Student		ent
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	)	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	)	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	.2 D: 13 F: 10 lete: 1	F		
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.2	2	
Percent low-income K-12 students identified as gifted	Incomplete Unavailable		lable		
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	D-	<del> </del>	
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	11%	2%	
% Advanced G8 Math NAEP 2015	13%	2%	11%	2%	
% Advanced G4 Reading NAEP 2015	15%	3%	10%	2%	
% Advanced G8 Reading NAEP 2015	6%	1%	4%	1%	
% of students who were low-income	48	%	389	%	
% of 2013 AP exam takers who were low-income studen	ts 28	28% 8%		ó	
% students scoring 3+ on 1+ AP exam in 2013 who wer	re low-income 22	%	7%	6	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **ARIZONA**

	ALL STATES	ARIZONA
EXCELLENCE GRADE	A: 0	C+
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	В
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	LEA determined
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	Yes
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes· 11	Mandatory
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	Yes
<b>Excellence Participation Indicators</b>	A: 6 B: 14 C: 20 D: 11 F: 0	C+
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	6%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	25%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C
% Advanced Grade 4 Math NAEP 2015	7%	6%
% Advanced Grade 8 Math NAEP 2015	8%	8%
% Advanced Grade 4 Reading NAEP 2015	8%	7%
% Advanced Grade 8 Reading NAEP 2015	3%	2%
% HS students scoring 3+ on 1+ AP exam 2013	20%	14%



#### **ARIZONA**

GRADE FOR CLOSING	ALL STATES		ARIZ	ARIZONA	
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D: 31 F: 1			
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	l D: 27 F: 12	D-	+	
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)	
State mandates and/or funds universal screening	Requir Encoura No:	ged: 2	No	)	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	)	
State provides funding for dual enrollment	State/dist State/district LEA determ Studen	& student: 6 nined: 20	LEA dete	rmined	
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		Inservio	e only	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		Inservio	e only	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		B-	+	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.30-0.5	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		6	
Percent low-income K-12 students identified as gifted	Incom	plete	Unavailable		
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C	_	
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	12%	2%	
% Advanced G8 Math NAEP 2015	13%	2%	12%	4%	
% Advanced G4 Reading NAEP 2015	15%	3%	14%	2%	
% Advanced G8 Reading NAEP 2015	6%	1%	4%	1%	
% of students who were low-income	489	%	459	%	
% of 2013 AP exam takers who were low-income student	s 289	%	30%		
% students scoring 3+ on 1+ AP exam in 2013 who were	were low-income 22%		25%		

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



## **ARKANSAS**

	ALL STATES	ARKANSAS
EXCELLENCE GRADE	A: 0	C+
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	3 measures
Extra credit for advanced achievement	Yes: 15	Yes
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	Yes: 4
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Not permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	B+
Percentage of K-12 students identified as gifted 1	% or more: 8 3-10%: 30 0-2%: 13	10%
Percentage of Class of 2013 who took at least one AP e	26% or more: 30 11-25%: 21	46%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C-
% Advanced Grade 4 Math NAEP 2015	7%	3%
% Advanced Grade 8 Math NAEP 2015	8%	4%
% Advanced Grade 4 Reading NAEP 2015	8%	6%
% Advanced Grade 8 Reading NAEP 2015	3%	2%
% HS students scoring 3+ on 1+ AP exam 2013	20%	16%



#### **ARKANSAS**

GRADE FOR CLOSING	ALL STATES		ARKANSAS	
EXCELLENCE GAPS	A: 0 B: 0 C: 19 D: 31 F: 1		<b>C</b> -	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11	D: 27 F: 12	C-	-
At least half of state K-12 accountability rating based on growth for all students	Yes: 4 No: 47		Yes	<b>S</b>
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42		No	
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20		Ye: (free ACT; some	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		LEA dete	rmined
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 Incompl		В	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.5	4
Percent low-income K-12 students identified as gifted	Incomplete 39		6	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	6%	2%
% Advanced G8 Math NAEP 2015	13%	2%	7%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	12%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	4%	1%
% of students who were low-income	48%	ó	61%	6
% of 2013 AP exam takers who were low-income student	ts 28%		33%	6
% students scoring 3+ on 1+ AP exam in 2013 who wer	were low-income 22%		24%	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **CALIFORNIA**

	ALL STATES	CALIFORNIA
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	C
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	None
Extra credit for advanced achievement	Yes: 15	No
	Yes: 38	No
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	LEA determined
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Mix
Public postsecondary institutions required to accept	credits Yes: 24	Unclear
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	B+
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	8%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	41%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C+
% Advanced Grade 4 Math NAEP 2015	7%	5%
% Advanced Grade 8 Math NAEP 2015	8%	6%
% Advanced Grade 4 Reading NAEP 2015	8%	6%
% Advanced Grade 8 Reading NAEP 2015	3%	3%
% HS students scoring 3+ on 1+ AP exam 2013	20%	27%



# **CALIFORNIA**

GRADE FOR CLOSING	ALL ST	TATES	CALIFO	CALIFORNIA	
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D: 31 F: 1	C		
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D-	H	
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No		
State mandates and/or funds universal screening	Requir Encoura No:	ged: 2	No	ı	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No		
State provides funding for dual enrollment	State/dist State/district LEA determ Studen	& student: 6 nined: 20	Stud	ent	
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		Ye	s	
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	Ye	S	
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 D: 13 F: 10 Incomplete: 1		B-	+	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.7	8	
Percent low-income K-12 students identified as gifted	Incomplete Unavailable		lable		
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	D-	ŀ	
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	11%	1%	
% Advanced G8 Math NAEP 2015	13%	2%	13%	2%	
% Advanced G4 Reading NAEP 2015	15%	3%	14%	2%	
% Advanced G8 Reading NAEP 2015	6%	1%	5%	1%	
% of students who were low-income	489	%	549	%	
% of 2013 AP exam takers who were low-income studen	lents 28%		28% <b>42</b> %		
% students scoring 3+ on 1+ AP exam in 2013 who wer	were low-income 22%		38%		

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **COLORADO**

Excellence Policies  A: 0 B: 14 C: 32 D: 5 F: 0  B  Excellence Policies  A: 1 B: 10 C: 24 D: 15 F: 1  State produces an annual report on G&T programs or monitors/audits local G&T programs  No: 22  State mandates identification or services for identified advanced learners  State K-12 accountability system includes measures of advanced learning and excellence  Four desired measures: 0  Three: 6 Two: 15 One: 21 None: 9  Extra credit for advanced achievement  Yes: 15  No  Include high achievers in growth model  Yes: 38  Yes  Separately report growth for high achievers  Yes: 5  No	
State produces an annual report on G&T programs or monitors/audits local G&T programs No: 22  State mandates identification or services for identified advanced learners Identification only: 4 Neither: 14  State K-12 accountability system includes Four desired measures: 0 measures of advanced learning and excellence Three: 6 Two: 15 Two: 2 measures One: 21 None: 9  Extra credit for advanced achievement Yes: 15 No Include high achievers in growth model Yes: 38 Yes  Separately report growth for high achievers Yes: 5 No	
or monitors/audits local G&T programs  No: 22  State mandates identification or services for identified advanced learners  Identification only: 4 Neither: 14  State K-12 accountability system includes Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9  Extra credit for advanced achievement Yes: 15  Include high achievers in growth model Yes: 38  Separately report growth for high achievers  No: 22  Both: 33  Identification only: 4 Both Neither: 14  State K-12 accountability system includes Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9  Extra credit for advanced achievement Yes: 15  No  No  No  No  No  No  No  No  No  N	
identified advanced learners       Identification only: 4 Neither: 14       Both         State K-12 accountability system includes measures of advanced learning and excellence       Four desired measures: 0         Three: 6 Two: 15 One: 21 None: 9       2 measures         Extra credit for advanced achievement       Yes: 15 No         Include high achievers in growth model       Yes: 38 Yes         Separately report growth for high achievers       Yes: 5 No	
measures of advanced learning and excellence  Three: 6 Two: 15 One: 21 None: 9  Extra credit for advanced achievement  Yes: 15 No  Include high achievers in growth model  Yes: 38  Yes  Separately report growth for high achievers  Yes: 5  No	
Extra credit for advanced achievement Yes: 15 No Include high achievers in growth model Yes: 38 Yes Separately report growth for high achievers Yes: 5 No	
Include high achievers in growth modelYes: 38YesSeparately report growth for high achieversYes: 5No	
Other indicators (Number of gifted students, availability of AP courses, etc.  Yes: 11	
State policy allowing early entrance to Kindergarten Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16 Permitted	
State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 0  Permitted: 14 Not permitted: 0	
State policy on middle school / high school concurrent enrollment with credit received for high school  No policy: 15  LEA determined: 21 Not permitted: 3  LEA determined: 21	
State policy on early college/dual enrollment Yes: 48 Yes	
Mandatory Yes: 11 <b>Mixed</b>	
Public postsecondary institutions required to accept credits Yes: 24 Yes	
Incentive program for early HS graduation Yes: 6 No	
Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0	
Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 <b>7%</b>	
Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21	
<b>Excellence Outcomes</b> A: 4 B: 14 C: 26 D: 6 F: 1	
% Advanced Grade 4 Math NAEP 2015 7% 8%	
% Advanced Grade 8 Math NAEP 2015 8% 10%	
% Advanced Grade 4 Reading NAEP 2015 8% 10%	
% Advanced Grade 8 Reading NAEP 2015 3%	
% HS students scoring 3+ on 1+ AP exam 2013 20% <b>24</b> %	



## **COLORADO**

GRADE FOR CLOSING	ALL STATES			COLORADO	
EXCELLENCE GAPS	A: 0 B: 0 C	: 19 D: 31	F: 1	C	
Policies to Close Excellence Gaps	A: 0 B: 1 C:	11 D: 27	F: 12	В	
At least half of state K-12 accountability rating based on growth for all students		es: 4 o: 47		Yes	
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42			Requi	red
State provides funding for SAT / ACT / AP test-taking		es: 31 o: 20		Yes (free PSAT & SAT in	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15			State/district	
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		Inservice only: 4 Inservice only		e only
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46			No	
Excellence Gap Participation Measures		: 12 D: 13 nplete: 1	F: 10	C	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11			0.4	l
Percent low-income K-12 students identified as gifted	Inco	Incomplete 22%		ć	
Excellence Gap Outcomes	A: 0 B: 1 C	: 27 D: 21	F: 2	D	
	Not low-income	Low-inco	me	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%		14%	2%
% Advanced G8 Math NAEP 2015	13%	2%		17%	3%
% Advanced G4 Reading NAEP 2015	15%	3%		15%	3%
% Advanced G8 Reading NAEP 2015	6%	1%		5%	1%
% of students who were low-income	ı	48%		40%	ó
% of 2013 AP exam takers who were low-income stude	nts :	28%		17%	Ś
% students scoring 3+ on 1+ AP exam in 2013 who we	re low-income	22%		13%	ó

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **CONNECTICUT**

Excellence Policies A: 0 B: 14 C: 32 D: 5 F: 0  Excellence Policies A: 1 B: 10 C: 24 D: 15 F: 1 D  State produces an annual report on G&T programs or monitors/audits local G&T programs AN: 22 No State mandates identification or services for identified advanced learners  State Mendates identification or services for identified advanced learners  Identification only: 4 Neither: 14  State K-12 accountability system includes measures of advanced learning and excellence  Three: 6 Two: 15 One: 21 None: 9  Extra credit for advanced achievement Yes: 15 Yes  Include high achievers in growth model Yes: 38 Yes  Separately report growth for high achievers Yes: 5 No Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 LEA determined: 14 No policy No policy: 12 Not permitted: 16 No policy  State policy on acceleration Permitted: 15 LEA determined: 14 No policy  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment Yes: 41  Mendatory Yes: 11  No policy  Permitted: 12 LEA determined: 21 No policy  Permitted: 12 LEA determined: 21 No policy  No policy  Permitted: 12 LEA determined: 21 No policy  State policy on early college/dual enrollment Yes: 48  Yes  Mandatory Yes: 11  No policy  No policy  Permitted: 10  No policy  No policy  Permitted: 10  No policy  No policy  Permitted: 10  No policy  Permitted: 10  No policy  No policy  Permitted: 10  No policy  No policy  Permitted: 10  No p		ALL STATES	CONNECTICUT
State produces an annual report on G&T programs or monitors/audits local G&T programs No: 22  State mandates identification or services for identified advanced learners  State K-12 accountability system includes measures of advanced learning and excellence  Extra credit for advanced achievement  Extra credit for advanced achievement  Yes: 15  Yes  Include high achievers in growth model  Yes: 38  Yes  Separately report growth for high achievers  Ves: 11  None  State policy allowing early entrance to Kindergarten  Permitted: 9 No policy: 12 Not permitted: 16 No policy  State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  No  No  No  No  No  No  No  No  No  N	EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	C
State mandates identification or services for identified advanced learners  State K-12 accountability system includes measures of advanced learning and excellence  Extra credit for advanced achievement  Extra credit for advanced achievement  Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9  Extra credit for advanced achievement  Yes: 15  Yes  Include high achievers in growth model  Yes: 38  Yes  Separately report growth for high achievers  Ves: 5  No  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  Permitted: 9 No policy: 12 Not permitted: 16  No policy: 22 Not permitted: 14 No policy: 22 Not permitted: 0  No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Yes: 11  Voluntary	Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D
identified advanced learners       Identification only: 4 Neither: 14       Identification only: 4 Neither: 14       Identification only: 4 Neither: 14         State K-12 accountability system includes measures of advanced learning and excellence       Four desired measures: 0 Three: 6 Two: 15 Two: 15 Two: 15 Two: 15 None: 9       2 measures         Extra credit for advanced achievement       Yes: 15 Yes       Yes         Include high achievers in growth model       Yes: 38 Yes       Yes         Separately report growth for high achievers       Yes: 5 No       No         Other indicators (Number of gifted students, availability of AP courses, etc.       Yes: 11 None       No policy         State policy allowing early entrance to Kindergarten       Permitted: 9 No policy: 12 Not permitted: 16 No policy       No policy         State policy on acceleration       Permitted: 15 No policy: 22 Not permitted: 0       No policy         State policy on middle school / high school concurrent enrollment with credit received for high school       Permitted: 12 No policy: 15 Not permitted: 3       No policy         State policy on early college/dual enrollment       Yes: 48 Yes       Yes         Mandatory       Yes: 11       Voluntary			No
measures of advanced learning and excellence  Three: 6 Two: 15 None: 9  Extra credit for advanced achievement  Yes: 15  Yes  Include high achievers in growth model  Yes: 38  Yes  Separately report growth for high achievers  Yes: 5  No  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  No policy: 12  Not permitted: 16  State policy on acceleration  Permitted: 15 No policy: 22  Not permitted: 0  No policy  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Yes: 11  Voluntary		Identification only: 4	Identification only
Include high achievers in growth model  Yes: 38  Separately report growth for high achievers  Yes: 5  No  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  No policy: 12  Not permitted: 16  State policy on acceleration  Permitted: 15 No policy: 22  Not permitted: 0  No policy  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Wo  No  No  No  No  No  No  No  No  No		Three: 6 Two: 15	2 measures
Separately report growth for high achievers  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  State policy on acceleration  Permitted: 9 No policy: 12 Not permitted: 16  No policy  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  No  No  No  No  No  No  No  No  No  N	Extra credit for advanced achievement	Yes: 15	Yes
Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 LEA determined: 14 No policy No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Yes: 11  None  No policy No policy: 15 Not permitted: 14 No policy No policy: 15 Not permitted: 3  Yes  Yes: 11  Voluntary	Include high achievers in growth model	Yes: 38	Yes
availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  No policy: 12 Not permitted: 14 No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Yes: 11  No policy  Yes: 11  Voluntary	Separately report growth for high achievers	Yes: 5	No
No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 Not permitted: 14 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  No policy: 12 Not permitted: 14 Not permitted: 21 Not permitted: 3  Yes: 48  Yes  Yoluntary		Yes: 11	None
No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Yes: 11  Voluntary	State policy allowing early entrance to Kindergarten		No policy
enrollment with credit received for high school  No policy: 15 Not permitted: 3  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Yes: 11  Voluntary	State policy on acceleration		No policy
Mandatory Yes: 11 <b>Voluntary</b>	enrollment with credit received for high school	No policy: 15 Not permitted: 3	No policy
Mandatory Yes: 11 <b>Voluntary</b>	State policy on early college/dual enrollment	Yes: 48	Yes
Public pactocondary institutions required to accept gradity	Mandatory	Yes: 11	Voluntary
rubile postsecondary institutions required to accept credits tes: 24 <b>Not specified in policy</b>	Public postsecondary institutions required to accept	credits Yes: 24	Not specified in policy
Incentive program for early HS graduation  Yes: 6			No
Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0	Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 <b>2%</b>	Percentage of K-12 students identified as gifted 1	1% or more: 8 3-10%: 30 0-2%: 13	2%
Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21	Percentage of Class of 2013 who took at least one AP e		39%
<b>Excellence Outcomes</b> A: 4 B: 14 C: 26 D: 6 F: 1	Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	B+
% Advanced Grade 4 Math NAEP 2015 7% 7%	% Advanced Grade 4 Math NAEP 2015	7%	7%
% Advanced Grade 8 Math NAEP 2015 8% <b>10%</b>	% Advanced Grade 8 Math NAEP 2015	8%	10%
% Advanced Grade 4 Reading NAEP 2015 8% 13%	% Advanced Grade 4 Reading NAEP 2015	8%	13%
% Advanced Grade 8 Reading NAEP 2015 3% <b>6%</b>	% Advanced Grade 8 Reading NAEP 2015	3%	6%
% HS students scoring 3+ on 1+ AP exam 2013 20% <b>29%</b>	% HS students scoring 3+ on 1+ AP exam 2013	20%	29%



## CONNECTICUT

GRADE FOR CLOSING	ALL ST	TATES	CONNEC	TICUT
EXCELLENCE GAPS	A: 0 B: 0 C: 1	.9 D; 31 F: 1	D	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D.	-
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	aged: 2	No	1
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye: (free SAT - public	
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	Stude	ent
State requires gifted coursework as part of teacher / administrator training	Yes Inservice No:	only: 4	No	1
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	No	l
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	.2 D: 13 F: 10 lete: 1	D	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.3	9
Percent low-income K-12 students identified as gifted	Incom	plete	129	%
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	F	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	11%	1%
% Advanced G8 Math NAEP 2015	13%	2%	14%	1%
% Advanced G4 Reading NAEP 2015	15%	3%	19%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	9%	2%
% of students who were low-income	48	%	359	%
% of 2013 AP exam takers who were low-income studen		%	149	%
% students scoring 3+ on 1+ AP exam in 2013 who wer	re low-income 22°	%	9%	b

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



## **DELAWARE**

Excellence Policies  A: 1 B: 10 C: 24 D: 15 F: 1  C+  State produces an annual report on G&T programs or monitors/audits local G&T programs A: 2 B: 0 C: 24 D: 15 F: 1  State produces an annual report on G&T programs A: 2 B: 0 C: 24 D: 15 F: 1  State produces an annual report on G&T programs A: 2 B: 0 C: 24 D: 15 F: 1  State produces an annual report on G&T programs A: 2 B: 0 C: 24 D: 15 F: 1  State produces an annual report on G&T programs A: 2 B: 0 C: 24 D: 15 F: 1  State produces an annual report on G&T programs A: 2 B: 0 C: 24 D: 15 F: 1  State produces an annual report on G&T programs A: 2 B: 0 C: 24 D: 15 F: 1  State produces an annual report on G&T programs A: 2 B: 0 C: 24 D: 15 F: 1  State produces an annual report on G&T programs A: 2 B: 0 C: 24 D: 0 F: 1  State policy allowing early entrance to Kindergarten A: 0 Permitted: 9  State policy allowing early entrance to Kindergarten A: 0 Popicy: 22 A: 0 D: 0 F: 1  No policy: 12 Not permitted: 14  No policy: 22 A: 0 Not permitted: 14  Not policy: 22 A: 0 Not permitted: 14  Not policy: 22 A: 0 Not permitted: 15  State policy on middle school / high school concurrent Popicy: 22 A: 0 Not permitted: 15  Mandatory  Yes: 11 Voluntary  Public postsecondary institutions required to accept credits Yes: 24 Not specified in policy Incentive program for early HS graduation  Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted: 11% or more: 8  3-10%: 30 0-2%: 13  2%  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30  11-25%: 21  31%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  C-  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  % Advanced Grade 4		ALL STATES	DELAWARE
State produces an annual report on G&T programs or monitors/audits local G&T programs  State mandates identification or services for identification only: 4 No: 12  State K-12 accountability system includes measures of advanced learning and excellence  Three: 6 Two: 15 Two: 5 Two: 15 Tw	EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	(C)
State mandates identification or services for identified advanced learners  State K-12 accountability system includes measures of advanced learning and excellence  Extra credit for advanced achievement  Include high achievers in growth model  Extra credit for advanced achievement  Include high achievers in growth model  Separately report growth for high achievers  Separately report growth for high achievers  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  Permitted: 9 No policy: 12  State policy on middle school / high school concurrent  No policy: 12  State policy on middle school / high school concurrent  No policy: 15  State policy on middle school / high school concurrent  No policy: 15  State policy on early college/dual enrollment  State policy on early college/dual enrollment  Tyes: 4  Yes:	Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C+
Identification only: 4 Neither: 14  State K-12 accountability system includes measures of advanced learning and excellence  Extra credit for advanced achievement Include high achievers in growth model Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 State policy on acceleration Permitted: 15 No policy: 12 LEA determined: 14 Not permitted: 16 State policy on middle school / high school concurrent entollment with credit received for high school Permitted: 12 LEA determined: 14 Not permitted: 16 State policy on early college/dual enrollment Yes: 48 Yes  Mandatory Yes: 11 Voluntary Public postsecondary institutions required to accept credits Yes: 48 Yes  Mandatory Yes: 11 Voluntary Public postsecondary institutions required to accept credits Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 C Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 2% Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 31% Advanced Grade 4 Math NAEP 2015 8% Advanced Grade 4 Reading NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015			No
measures of advanced learning and excellence  Extra credit for advanced achievement  First a credit for advanced achievers  First a credit for advanced achievers and achievers  First a credit for advanced achievers and achievers  First a credit for advanced achievers and achievers  First a chiever and achievers  First a cheermined 14 Not permitted: 14 Not permitted: 16 Not permitted: 16 Not permitted: 16 Not permitted: 17 Not permitted: 19 Not permitted: 19 Not permitted: 19 Not permitted: 19 Not permitted: 10 Not permitted:		Identification only: 4	Both
Extra credit for advanced achievement Include high achievers in growth model Separately report growth for high achievers  Separately report growth for high achievers  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 No policy: 12 Not permitted: 16 No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment Yes: 48 Yes Mandatory Yes: 11 Voluntary Public postsecondary institutions required to accept credits Yes: 24 Not specified in policy Incentive program for early HS graduation Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 C  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 2%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 31%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C-  % Advanced Grade 4 Math NAEP 2015 % Advanced Grade 8 Math NAEP 2015 % Advanced Grade 8 Reading NAEP 2015	measures of advanced learning and excellence	Three: 6 Two: 15 One: 21 None: 9	
Include high achievers in growth model  Separately report growth for high achievers  Other indicators (Number of gifted students, availability of AP courses, etc.  Yes: 11  Yes: 4  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12  Not permitted: 16  State policy on acceleration Permitted: 15 No policy: 22  Not permitted: 16  State policy on middle school / high school concurrent Permitted: 15 No policy: 22  No policy: 15  Not permitted: 3  State policy on middle school / high school concurrent Permitted: 12 No policy: 15  Not permitted: 3  State policy on early college/dual enrollment Yes: 48  Yes  Mandatory Yes: 11  Voluntary Public postsecondary institutions required to accept credits Yes: 24  Not specified in policy Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  31%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C-  Advanced Grade 4 Math NAEP 2015  Advanced Grade 4 Reading NAEP 2015  Advanced Grade 4 Reading NAEP 2015  Advanced Grade 4 Reading NAEP 2015  Advanced Grade 8 Reading NAEP 2015			
Separately report growth for high achievers  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 Not permitted: 17 Not permitted: 18 Not permitted: 19 Not permitted: 10 Not permitted: 10 Not permitted: 10 Not permitted: 11 Not permitted: 21 Not permitted: 3  LEA determined: 21 Not permitted: 3  LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 Yes  Mandatory Yes: 11 Voluntary Public postsecondary institutions required to accept credits Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 C  Percentage of K-12 students identified as gifted: 11% or more: 8 3-10%: 30 0-2%: 13 2%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 31%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C-  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  % Advanced Grade 8 Reading NAEP 2015	Include high achievers in growth model	Yes: 38	Yes
Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 LEA determined: 14 Not permitted: 16 No policy: 22 Not permitted: 16 Not permitted: 16 No policy: 22 Not permitted: 16 Not permitted: 16 No policy: 22 Not permitted: 16 Not permitted: 16 No policy: 22 Not permitted: 10 Permitted: 16 Not permitted: 10 Not permitted: 21 LEA determined: 21 Not permitted: 3 LEA determined: 21 Not permitted: 3 Not permitt			
No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 14 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Public postsecondary institutions required to accept credits  Yes: 24  Not specified in policy Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 2%  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30 11-25%: 21  31%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C-  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  8%  7%  Advanced Grade 8 Reading NAEP 2015  8%  3%  3%  3%  3%	Other indicators (Number of gifted students,		
State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Mandatory  Public postsecondary institutions required to accept credits  Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C-  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  8%  Advanced Grade 8 Reading NAEP 2015  8%  % Advanced Grade 8 Reading NAEP 2015  3%  State policy on middle school / high school concurrent Permitted: 12 LEA determined: 21 Not permitted: 3  LEA determined: 21 Not permitted: 21 Not permitted: 21 Not permitted: 3  LEA determined: 21 Not permitted: 21 Not permitted: 21 Not permitted: 3  LEA determined: 21 Not permitted:	State policy allowing early entrance to Kindergarten		LEA determined
enrollment with credit received for high school  No policy: 15 Not permitted: 3  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13  2%  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30 11-25%: 21  31%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C-  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  % Advanced Grade 8 Reading NAEP 2015	State policy on acceleration		Permitted
Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  C Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 2%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 31%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  C-  % Advanced Grade 4 Math NAEP 2015 7% 5%  % Advanced Grade 8 Math NAEP 2015 8% 7% 6 Advanced Grade 4 Reading NAEP 2015 8% 9%  % Advanced Grade 8 Reading NAEP 2015 3%  3%	enrollment with credit received for high school	No policy: 15 Not permitted: 3	LEA determined
Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  C Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 2%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 31%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  C-  % Advanced Grade 4 Math NAEP 2015 7% 5%  % Advanced Grade 8 Math NAEP 2015 8% 7% 6 Advanced Grade 4 Reading NAEP 2015 8% 9%  % Advanced Grade 8 Reading NAEP 2015 3%  3%	State policy on early college/dual enrollment	Yes: 48	Yes
Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Yes: 6  No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 2%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C-  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  % Advanced Grade 8 Reading NAEP 2015	Mandatory	Vac. 11	Voluntary
Incentive program for early HS graduation  Yes: 6  No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C-  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  8%  9%  % Advanced Grade 8 Reading NAEP 2015  3%  3%			
Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 2%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 31%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C-  % Advanced Grade 4 Math NAEP 2015 7% 5%  % Advanced Grade 8 Math NAEP 2015 8% 7%  % Advanced Grade 4 Reading NAEP 2015 8% 9%  % Advanced Grade 8 Reading NAEP 2015 3% 3%			
Percentage of Class of 2013 who took at least one AP exam       26% or more: 30 11-25%: 21       31%         Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       C-         % Advanced Grade 4 Math NAEP 2015       7%       5%         % Advanced Grade 8 Math NAEP 2015       8%       7%         % Advanced Grade 4 Reading NAEP 2015       8%       9%         % Advanced Grade 8 Reading NAEP 2015       3%       3%	Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
## Excellence Outcomes	Percentage of K-12 students identified as gifted 1	% or more: 8 3-10%: 30 0-2%: 13	2%
% Advanced Grade 4 Math NAEP 2015       7%       5%         % Advanced Grade 8 Math NAEP 2015       8%       7%         % Advanced Grade 4 Reading NAEP 2015       8%       9%         % Advanced Grade 8 Reading NAEP 2015       3%       3%	Percentage of Class of 2013 who took at least one AP ex		31%
% Advanced Grade 8 Math NAEP 2015 8% 7% % Advanced Grade 4 Reading NAEP 2015 8% 9% % Advanced Grade 8 Reading NAEP 2015 3% 3%	Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C-
% Advanced Grade 4 Reading NAEP 2015 8% 9%   % Advanced Grade 8 Reading NAEP 2015 3% 3%	% Advanced Grade 4 Math NAEP 2015	7%	5%
% Advanced Grade 8 Reading NAEP 2015 3% 3%	% Advanced Grade 8 Math NAEP 2015	8%	7%
	% Advanced Grade 4 Reading NAEP 2015	8%	9%
% HS students scoring 3+ on 1+ AP exam 2013 20% 17%	% Advanced Grade 8 Reading NAEP 2015	3%	3%
	% HS students scoring 3+ on 1+ AP exam 2013	20%	17%



#### **DELAWARE**

GRADE FOR CLOSING	ALL STATES		ADE FOR CLOSING ALL STATES DELAWARE		/ARE
EXCELLENCE GAPS	A; 0 B; 0 C; 1	.9 D: 31 F: 1			
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D		
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)	
State mandates and/or funds universal screening	Requir Encoura No:	aged: 2	No	1	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye: (free SAT - public		
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	LEA dete	rmined	
State requires gifted coursework as part of teacher / administrator training	Yes Inservice No:	only: 4	No	1	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	l	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	.2 D: 13 F: 10 llete: 1	C	-	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.4	5	
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	F		
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	7%	2%	
% Advanced G8 Math NAEP 2015	13%	2%	11%	2%	
% Advanced G4 Reading NAEP 2015	15%	3%	13%	3%	
% Advanced G8 Reading NAEP 2015	6%	1%	4%	1%	
% of students who were low-income	48	%	489	%	
% of 2013 AP exam takers who were low-income studer	ts 28	%	229	%	
% students scoring 3+ on 1+ AP exam in 2013 who we	re low-income 22°	%	159	%	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **DISTRICT OF COLUMBIA**

	ALL STATES	DISTRICT OF COLUMBIA
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	(C-////
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
	Yes: 15	
	Yes: 38	
	Yes: 5	
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	LEA determined
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Voc. 11	Voluntary
	credits Yes: 24	
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	0%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	56%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C
% Advanced Grade 4 Math NAEP 2015	7%	7%
% Advanced Grade 8 Math NAEP 2015	8%	4%
% Advanced Grade 4 Reading NAEP 2015	8%	8%
% Advanced Grade 8 Reading NAEP 2015	3%	3%
% HS students scoring 3+ on 1+ AP exam 2013	20%	14%



# **DISTRICT OF COLUMBIA**

GRADE FOR CLOSING	ALL STATES		ADE FOR CLOSING ALL STATES DISTRICT OF COLUM		COLUMBIA
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D: 31	F: 1	G	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F	F: 12	D	
At least half of state K-12 accountability rating based on growth for all students	Yes: No:	-		No	)
State mandates and/or funds universal screening	Requir Encoura No:	ged: 2		No	ı
State provides funding for SAT / ACT / AP test-taking	Yes: No:			Ye: (free SAT - public	
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20		LEA dete	rmined
State requires gifted coursework as part of teacher / administrator training	Yes: Inservice No:	only: 4		No	)
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46			No	l
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		F: 10	B-	<b>+</b>
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0.4 0-0.29	59: 30		0.6	6
Percent low-income K-12 students identified as gifted	Incom	plete		Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21	F: 2	D-	ŀ
	Not low-income	Low-incom	e	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%		24%	2%
% Advanced G8 Math NAEP 2015	13%	2%		15%	1%
% Advanced G4 Reading NAEP 2015	15%	3%		29%	1%
% Advanced G8 Reading NAEP 2015	6%	1%		9%	0%
% of students who were low-income	48'	%		739	%
% of 2013 AP exam takers who were low-income studen		%		499	%
% students scoring 3+ on 1+ AP exam in 2013 who wer	e low-income 22°	%		369	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **FLORIDA**

Excellence Policies A. 1 B. 10 C. 24 D. 15 F. 1 B- State produces an annual report on G&T programs or monitors/audits local G&T programs No. 22 Yes State mandates identification or services for identified advanced learners No. 22 State identified advanced learners No. 22 State mandates identification or services for identified advanced learners Identification only. 4 Neither: 14 State K-12 accountability system includes measures of advanced learning and excellence Three. 6 One: 21 None: 9  Extra credit for advanced achievement Yes: 15 No Include high achievers in growth model Yes: 38 Yes Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 15 No policy: 12 No policy: 22 Not permitted: 16 State policy allowing early entrance to Kindergarten Permitted: 15 No policy: 22 Not permitted: 0  State policy on acceleration Permitted: 15 No policy: 22 Not permitted: 0  State policy on acceleration Permitted: 15 No policy: 12 Not permitted: 0  Permitted: 12 Not permitted: 0  Permitted: 13 Not permitted: 0  Permitted: 12 Not permitted: 0  Permitted: 13 Not permitted: 0  Permitted: 14 Not permitted: 0  Permitted: 15 Not permitted: 0  Permitted: 15 Not permitted: 0  Permitted: 10  Not permitted: 0  Permitted: 10  Not permitted: 3  Permitted  Not permitted: 3  Permitted: 10  Not permitted: 3  Permitted  Not permitted: 3  Permitted  Not permitted: 3  Permitted: 10  Not permitted: 3  Permitted: 10  Not permitted: 3  Permitted: 10  Not permitted: 3  Permitted: 3  Permitted: 10  Not permitted: 1		ALL STATES	FLORIDA
State produces an annual report on G&T programs or monitors/audits local G&T programs	EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	<b>B</b>
or monitors/audits local G&T programs  State mandates identification or services for identified advanced learners  State K-12 accountability system includes measures of advanced learning and excellence or Three: 6 Two: 15 Three: 6 Two: 15 None: 9  Extra credit for advanced achievement Yes: 15 No Include high achievers in growth model Yes: 38 Yes  Separately report growth for high achievers Yes: 5 No  Other indicators (Number of gifted students, availability of AP courses, etc.)  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 Not permitted  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment Yes: 11 Mandatory  Public postsecondary institutions required to accept credits Yes: 24 Yes  Mandatory Yes: 11 Mandatory  Public postsecondary institutions required to accept credits Yes: 24 Yes  Mandatory Yes: 11 Mandatory  Public postsecondary institutions required to accept credits Yes: 24 Yes  Mencentive program for early HS graduation Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 B  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 53%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C+  % Advanced Grade 4 Math NAEP 2015 8%  Advanced Grade 4 Reading NAEP 2015 8%  % Advanced Grade 4 Reading NAEP 2015 8%  % Advanced Grade 4 Reading NAEP 2015 8%  % Advanced Grade 4 Reading NAEP 2015 3%  % Advanced Grade 4 Reading NAEP 2015 3%  % Advanced Grade 4 Reading NAEP 2015 3%  % Advanced Grade 8 Reading NAEP 2015 3%  % Adv	Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	B-
Identification only: 4 Neither: 14  State K-12 accountability system includes measures of advanced learning and excellence  Extra credit for advanced achievement Include high achievers in growth model Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Other indicators (Number of gifted students, availability of AP courses, etc.  State policy on acceleration Permitted: 9 No policy: 12 Not permitted: 16  State policy on middle school / high school concurrent enrollment with credit received for high school State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory Public postsecondary institutions required to accept credits Yes: 24  Yes Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 B Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Stade policy one and ye onlege/dual enrollment  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Reading NAEP 2015			Yes
Extra credit for advanced achievement Extra credit for advanced achievement Include high achievers in growth model Yes: 38 Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 No policy: 22 Not permitted: 16 No policy: 22 Not permitted: 16 No policy: 25 State policy on middle school / high school concurrent enrollment with credit received for high school State policy on early college/dual enrollment  State policy on early college/dual enrollment  Yes: 48 Yes Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 B  Percentage of K-12 students identified as gifted I1% or more: 8 3-10%: 30 0-2%: 13 5%  Percentage of Class of 2013 who took at least one AP exam Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C+ % Advanced Grade 4 Math NAEP 2015 7% Advanced Grade 8 Reading NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 3% 1-25%: 23  1 measure No No Include high achievers in growth for No No  Pers: 11 No  No No No No No No No No No No No No		Identification only: 4	Both
Extra credit for advanced achievement Include high achievers in growth model Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 No policy: 22 Not permitted: 16 No policy: 22 Not permitted: 14 No policy: 22 Not permitted: 14 No policy: 22 Not permitted: 3  State policy on middle school / high school concurrent enrollment with credit received for high school State policy on early college/dual enrollment Yes: 48 Yes Mandatory Public postsecondary institutions required to accept credits Yes: 24 Yes Incentive program for early HS graduation Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 B Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 5% Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 53%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C+ % Advanced Grade 4 Math NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 8%	measures of advanced learning and excellence	Three: 6 Two: 15 One: 21 None: 9	1 measure
Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten early entr	Extra credit for advanced achievement	Yes: 15	No
Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten popular availability of AP courses, etc.  State policy allowing early entrance to Kindergarten popular availability of AP courses, etc.  State policy on acceleration Permitted: 15 No policy: 12 Not permitted: 16 Permitted: 16 Permitted: 15 No policy: 22 Not permitted: 0 Permi	Include high achievers in growth model	Vas. 38	Yes
availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Not permitted: 9 Not permitted: 16 Not permitted: 10 Permitted: 15 Not policy: 22 Not permitted: 0 Not permitted: 0 Not permitted: 10 Not permitted: 12 LEA determined: 21 Not permitted: 3 Permitted: 12 Not	Separately report growth for high achievers	Yes: 5	No
No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 14 Not permitted: 14 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Public postsecondary institutions required to accept credits  Yes: 24  Yes  Incentive program for early HS graduation  Yes: 6  No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 5%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 53%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015  7%  Advanced Grade 4 Reading NAEP 2015  8%  % Advanced Grade 8 Reading NAEP 2015  8%  % Advanced Grade 8 Reading NAEP 2015  3%  No permitted: 14  Not permitted: 12  LEA determined: 21  Not permitted: 12  LEA determined: 21  Not permitted: 0  Permitted: 10  Not permitted: 10  Not permitted: 12  LEA determined: 21  Not permitted: 21  Not permitted: 12  LEA determined: 2		Yes: 11	None
No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Mandatory  Public postsecondary institutions required to accept credits  Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 5%  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30 11-25%: 21  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  % Advanced Grade 8 Reading NAEP 2015	State policy allowing early entrance to Kindergarten		Not permitted
Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 5%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 53%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  % Advanced Grade 8 Reading NAEP 2015  **No policy: 15 Not permitted: 3  Yes: 48  Yes  Yes  Yes  11 Mandatory  Yes: 24  Yes  No  **No  **No  **No  **No  **Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B  **Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 5%  **Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015  8%  5%  Advanced Grade 8 Reading NAEP 2015  8%  **Advanced Grade 8 Reading NAEP 2015  3%  2%	State policy on acceleration		Permitted
Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  B Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 5% Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  53%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015 7% Advanced Grade 8 Math NAEP 2015 8% SAdvanced Grade 4 Reading NAEP 2015 8%  % Advanced Grade 8 Reading NAEP 2015 8%  % Advanced Grade 8 Reading NAEP 2015 8%  8%  % Advanced Grade 8 Reading NAEP 2015 3% 2%	enrollment with credit received for high school	No policy: 15 Not permitted: 3	Permitted
Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 B Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 5% Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 53%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C+  % Advanced Grade 4 Math NAEP 2015 7% 7% % Advanced Grade 8 Math NAEP 2015 8% % Advanced Grade 4 Reading NAEP 2015 8% % Advanced Grade 8 Reading NAEP 2015 8% % Advanced Grade 8 Reading NAEP 2015 8% 8%	State policy on early college/dual enrollment	Yes: 48	Yes
Public postsecondary institutions required to accept credits  Yes: 24  Yes: 6  No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 5%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 53%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  8%  % Advanced Grade 4 Reading NAEP 2015  8%  % Advanced Grade 8 Reading NAEP 2015  8%  % Advanced Grade 8 Reading NAEP 2015  3%  2%	Mandatory	Yes: 11	Mandatory
Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 5%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 53%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015  7%  7%  Advanced Grade 8 Math NAEP 2015  8%  5%  Advanced Grade 8 Reading NAEP 2015  8%  8%  8%  2%	Public postsecondary institutions required to accept		Yes
Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 5%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 53%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C+  % Advanced Grade 4 Math NAEP 2015 7% 7%  % Advanced Grade 8 Math NAEP 2015 8% 5%  % Advanced Grade 4 Reading NAEP 2015 8% 8%  % Advanced Grade 8 Reading NAEP 2015 3% 2%			
Percentage of Class of 2013 who took at least one AP exam       26% or more: 30 11-25%: 21       53%         Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       C+         % Advanced Grade 4 Math NAEP 2015       7%       7%       7%         % Advanced Grade 8 Math NAEP 2015       8%       5%         % Advanced Grade 4 Reading NAEP 2015       8%       8%         % Advanced Grade 8 Reading NAEP 2015       3%       2%	Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	В
Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       C+         % Advanced Grade 4 Math NAEP 2015       7%       7%         % Advanced Grade 8 Math NAEP 2015       8%       5%         % Advanced Grade 4 Reading NAEP 2015       8%       8%         % Advanced Grade 8 Reading NAEP 2015       3%       2%	Percentage of K-12 students identified as gifted 11	% or more: 8 3-10%: 30 0-2%: 13	5%
% Advanced Grade 4 Math NAEP 2015       7%       7%         % Advanced Grade 8 Math NAEP 2015       8%       5%         % Advanced Grade 4 Reading NAEP 2015       8%       8%         % Advanced Grade 8 Reading NAEP 2015       3%       2%	Percentage of Class of 2013 who took at least one AP ex		53%
% Advanced Grade 8 Math NAEP 2015       8%       5%         % Advanced Grade 4 Reading NAEP 2015       8%       8%         % Advanced Grade 8 Reading NAEP 2015       3%       2%	Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C+
% Advanced Grade 4 Reading NAEP 2015 8% 8% 8% Advanced Grade 8 Reading NAEP 2015 3% 2%	% Advanced Grade 4 Math NAEP 2015	7%	7%
% Advanced Grade 8 Reading NAEP 2015 3% 2%	% Advanced Grade 8 Math NAEP 2015	8%	5%
	% Advanced Grade 4 Reading NAEP 2015	8%	8%
% HS students scoring 3+ on 1+ AP exam 2013 20% <b>27%</b>	% Advanced Grade 8 Reading NAEP 2015	3%	2%
	% HS students scoring 3+ on 1+ AP exam 2013	20%	27%



#### **FLORIDA**

GRADE FOR CLOSING	ALL STATES		FLOR	IDA
EXCELLENCE GAPS	A: 0 B: 0 C:	19 D: 31 F: 1		
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	l1 D: 27 F: 12	D	-
At least half of state K-12 accountability rating based on growth for all students		s: 4 : 47	No	)
State mandates and/or funds universal screening	Encour	red: 7 raged: 2 : 42	No	)
State provides funding for SAT / ACT / AP test-taking		: 31 : 20	No	)
State provides funding for dual enrollment	State/district LEA deter	strict: 10 t & student: 6 mined: 20 ent: 15	State/d	istrict
State requires gifted coursework as part of teacher / administrator training	Inservic	s: 5 e only: 4 : 42	No	)
State requires gifted coursework as part of school counselor training	Inservic	s: 4 e only: 1 : 46	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: Incom	12 D: 13 F: 10 plete: 1	B-	+
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.30-0	igher: 10 .59: 30 .9: 11	0.6	3
Percent low-income K-12 students identified as gifted	Incor	nplete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C:	27 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	14%	3%
% Advanced G8 Math NAEP 2015	13%	2%	11%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	14%	4%
% Advanced G8 Reading NAEP 2015	6%	1%	5%	1%
% of students who were low-income	48	3%	569	%
% of 2013 AP exam takers who were low-income stude	nts 28	3%	359	%
% students scoring 3+ on 1+ AP exam in 2013 who we	re low-income 22	2%	319	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **GEORGIA**

Excellence Policies  A: 0 B: 14 C: 32 D: 5 F: 0  Excellence Policies  A: 1 B: 10 C: 24 D: 15 F: 1  C  State produces an annual report on G&T programs or monitors/audits local G&T programs
State produces an annual report on G&T programs or monitors/audits local G&T programs No: 22  State mandates identification or services for identified advanced learners  State Meandates identification or services for identified advanced learners  Both: 33 Identification only: 4 Neither: 14  State K-12 accountability system includes measures or measures of advanced learning and excellence  Three: 6 Two: 15 Two:
State mandates identification or services for identified advanced learners  State M-12 accountability system includes measures of advanced learning and excellence  Extra credit for advanced achievement  Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9  Extra credit for advanced achievement  Yes: 15  Yes  Include high achievers in growth model  Yes: 38  Yes  Separately report growth for high achievers  Ves: 15  No  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  Permitted: 9 No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  No solicy: 12 Mandatory  Mandatory  Mandatory  Mone  M
identified advanced learners       Identification only: 4 Neither: 14       Both         State K-12 accountability system includes measures of advanced learning and excellence       Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9       2 measures         Extra credit for advanced achievement       Yes: 15 Yes       Yes         Include high achievers in growth model       Yes: 38 Yes       Yes         Separately report growth for high achievers       Yes: 5 No       No         Other indicators (Number of gifted students, availability of AP courses, etc.       Yes: 11 None       None         State policy allowing early entrance to Kindergarten       Permitted: 9 No policy: 12 Not permitted: 16 Not permitted: 16       Not permitted: 16 Not permitted: 16       Not permitted: 16 LEA determined: 14 Not permitted: 0       LEA determi
measures of advanced learning and excellence  Three: 6 Two: 15 One: 21 None: 9  Extra credit for advanced achievement  Yes: 15 Yes  Include high achievers in growth model  Yes: 38 Yes  Separately report growth for high achievers  Yes: 5 No  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Yes: 11  Mandatory
Extra credit for advanced achievement  Yes: 15  Yes  Include high achievers in growth model  Yes: 38  Yes  Separately report growth for high achievers  Yes: 5  No  Other indicators (Number of gifted students, availability of AP courses, etc.  Yes: 11  None  State policy allowing early entrance to Kindergarten  Yes: 11  Not permitted: 14  Not permitted: 15  No policy: 12  Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Yes: 11  Mandatory  Mandatory  Mandatory  Mandatory
Include high achievers in growth model  Yes: 38  Yes  Separately report growth for high achievers  Yes: 5  No  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  No policy: 12  Not permitted: 14  No policy: 12  Not permitted: 16  State policy on acceleration  Permitted: 15  No policy: 22  Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Yes: 11  Mandatory
Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten State policy on acceleration  Permitted: 9 No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 11  None  Not permitted  LEA determined: 14 No policy: 22 Not permitted: 21 Not permitted: 3  LEA determined  Yes: 48  Yes  Mandatory  Yes: 11  Mandatory
Availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  State policy on acceleration  Permitted: 9 No policy: 12 Not permitted: 16  Not permitted: 15 No policy: 22 Not permitted: 0  LEA determined: 14 No policy: 22 Not permitted: 0  LEA determined: 14 No policy: 22 Not permitted: 0  LEA determined: 14 No policy: 25 Not permitted: 0  LEA determined: 21 No policy: 15 Not permitted: 3  LEA determined: 21 No policy: 15 Not permitted: 3  LEA determined: 21 No policy: 15 Not permitted: 3  Mandatory  Yes: 48  Yes  Mandatory
No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 Not permitted: 14 No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Not permitted: 16  LEA determined: 14 Not permitted: 2  Not permitted: 21 Not permitted: 3  LEA determined  Yes: 48  Yes  Mandatory
No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  No policy: 15 Not permitted: 3  Yes  Mandatory  Yes: 11  Mandatory
enrollment with credit received for high school  No policy: 15  Not permitted: 3  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Yes: 11  Mandatory
Mandatory Yes: 11 <b>Mandatory</b>
Mandatory Yes: 11 <b>Mandatory</b>
Public postsecondary institutions required to accept credits  Yes: 24  Yes
Incentive program for early HS graduation Yes: 6 No
Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0
Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 <b>10%</b>
Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21
<b>Excellence Outcomes</b> A: 4 B: 14 C: 26 D: 6 F: 1
% Advanced Grade 4 Math NAEP 2015 7% 5%
% Advanced Grade 8 Math NAEP 2015 8% 7%
% Advanced Grade 4 Reading NAEP 2015 8% <b>7%</b>
% Advanced Grade 8 Reading NAEP 2015 3% 3%
% HS students scoring 3+ on 1+ AP exam 2013 20% 21%



## **GEORGIA**

GRADE FOR CLOSING	ALL STATES		GEORGIA	
EXCELLENCE GAPS	A; 0 B; 0 C; 19 D; 31 F; 1		<b>D</b> -	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D	-
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	ged: 2	No	1
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	)
State provides funding for dual enrollment	State/dist State/district LEA determ Studen	& student: 6 nined: 20	State/d	istrict
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	)
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		В	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0.9 0-0.29	59: 30	0.5	5
Percent low-income K-12 students identified as gifted	Incomplete		Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	11%	2%
% Advanced G8 Math NAEP 2015	13%	2%	15%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	14%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	6%	1%
% of students who were low-income	489	%	579	%
% of 2013 AP exam takers who were low-income studen	ts 289	%	329	%
% students scoring 3+ on 1+ AP exam in 2013 who wer	e low-income 229	%	239	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **HAWAII**

////EVOELLENGE OBABE	ALL STATES	HAWAII
EXCELLENCE GRADE	; 0 / B: 14 / C: 32 / D: 5 / F: 0	<b>C</b> -//////////
Excellence Policies A:	1 B: 10 C: 24 D: 15 F: 1	C
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
	Yes: 15	
Include high achievers in growth model	Yes: 38	Voc
	Yes: 5	
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
	ermitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	No policy
	ermitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
enrollment with credit received for high school	ermitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	V <sub>α</sub> ς, 11	Not specified
Public postsecondary institutions required to accept cred		
Incentive program for early HS graduation	Yes: 6	No
<b>Excellence Participation Indicators</b> A:	6 B: 14 C: 20 D: 11 F: 0	C
Percentage of K-12 students identified as gifted 11% o	r more: 8 3-10%: 30 0-2%: 13	1%
Percentage of Class of 2013 who took at least one AP exam	26% or more: 30 11-25%: 21	29%
Excellence Outcomes A	: 4 B: 14 C: 26 D: 6 F: 1	C-
% Advanced Grade 4 Math NAEP 2015	7%	7%
% Advanced Grade 8 Math NAEP 2015	8%	6%
% Advanced Grade 4 Reading NAEP 2015	8%	6%
% Advanced Grade 8 Reading NAEP 2015	3%	2%
% HS students scoring 3+ on 1+ AP exam 2013	20%	12%



#### **HAWAII**

GRADE FOR CLOSING	ALL STATES		HAWAII			
EXCELLENCE GAPS	A: 0 B: 0 C: 19 D: 31 F: 1		C			
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11	D: 27 F: 12	D-	-		
At least half of state K-12 accountability rating based on growth for all students	Yes: No: 4		No			
State mandates and/or funds universal screening	Require Encoura <sub>t</sub> No: 4	ged: 2	No			
State provides funding for SAT / ACT / AP test-taking	Yes: No: 2		Ye: (free <i>l</i>			
State provides funding for dual enrollment	State/disti State/district & LEA determ Student	student: 6 ined: 20	Stude	ent		
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No			
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No			
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 Incompl		A			
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hig 0.30-0.5 0-0.29	9: 30	0.6	1		
Percent low-income K-12 students identified as gifted	Incomplete		Incomplete		31%	6
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C			
	Not low-income	Low-income	Not low-income	Low-income		
% Advanced G4 Math NAEP 2015	13%	2%	11%	3%		
% Advanced G8 Math NAEP 2015	13%	2%	10%	2%		
% Advanced G4 Reading NAEP 2015	15%	3%	11%	3%		
% Advanced G8 Reading NAEP 2015	6%	1%	4%	1%		
% of students who were low-income	48%	6	47%	6		
% of 2013 AP exam takers who were low-income student	ts 28%	0	299	6		
% students scoring 3+ on 1+ AP exam in 2013 who wer	e low-income 22%	0	23%	6		

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **IDAHO**

ALL STATES		IDAHO
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	C-////
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C-
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Not permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	Not specified in policy
Incentive program for early HS graduation	Yes: 6	Yes
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	D+
Percentage of K-12 students identified as gifted 13	% or more: 8 3-10%: 30 0-2%: 13	3%
Percentage of Class of 2013 who took at least one AP ex	am 26% or more: 30 11-25%: 21	20%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C
% Advanced Grade 4 Math NAEP 2015	7%	6%
% Advanced Grade 8 Math NAEP 2015	8%	6%
% Advanced Grade 4 Reading NAEP 2015	8%	8%
% Advanced Grade 8 Reading NAEP 2015	3%	3%
% HS students scoring 3+ on 1+ AP exam 2013	20%	13%



#### **IDAHO**

GRADE FOR CLOSING	ALL STATES		IDAI	10
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D; 31 F: 1	C	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	C.	-
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		Yes	3
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	No	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye: (free SAT - public	
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	LEA dete	rmined
State requires gifted coursework as part of teacher / administrator training	Yes: Inservice No:	only: 4	No	
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	No	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		C	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0.4 0-0.29	59: 30	0.4	3
Percent low-income K-12 students identified as gifted	Incom	plete	25%	6
Excellence Gap Outcomes	A: 0 B: 1 C: 2	.7 D: 21 F: 2	B-	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	9%	3%
% Advanced G8 Math NAEP 2015	13%	2%	9%	3%
% Advanced G4 Reading NAEP 2015	15%	3%	12%	4%
% Advanced G8 Reading NAEP 2015	6%	1%	3%	2%
% of students who were low-income	48%		45%	6
% of 2013 AP exam takers who were low-income studen	ents 28%		28% 19%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	vere low-income 22%		17%	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **ILLINOIS**

ALL STATES		ILLINOIS
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	C
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	No policy
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C+
Percentage of K-12 students identified as gifted 1	% or more: 8 3-10%: 30 0-2%: 13	4%
Percentage of Class of 2013 who took at least one AP e.	26% or more: 30 11-25%: 21	32%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	В
% Advanced Grade 4 Math NAEP 2015	7%	8%
% Advanced Grade 8 Math NAEP 2015	8%	7%
% Advanced Grade 4 Reading NAEP 2015	8%	9%
% Advanced Grade 8 Reading NAEP 2015	3%	4%
% HS students scoring 3+ on 1+ AP exam 2013	20%	22%



# **ILLINOIS**

GRADE FOR CLOSING	ALL STATES			ILLINOIS
EXCELLENCE GAPS	A; 0 B; 0 C;	19 D: 31	F: 1	C
Policies to Close Excellence Gaps	A: 0 B: 1 C:	11 D: 27	F: 12	C-
At least half of state K-12 accountability rating based on growth for all students		es: 4 ): 47		No
State mandates and/or funds universal screening	Encou	rired: 7 raged: 2 o: 42		No
State provides funding for SAT / ACT / AP test-taking		s: 31 o: 20	(free SAT -	Yes public school juniors)
State provides funding for dual enrollment	State/distric LEA dete	istrict: 10 ct & student: 6 rmined: 20 ent: 15	LE	A determined
State requires gifted coursework as part of teacher / administrator training	Inservi	es: 5 ce only: 4 o: 42		No
State requires gifted coursework as part of school counselor training	Inservi	es: 4 ce only: 1 o: 46		Yes
Excellence Gap Participation Measures		12 D: 13 plete: 1	F: 10	В+
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.30-	higher: 10 0.59: 30 29: 11		0.63
Percent low-income K-12 students identified as gifted	Inco	mplete		Unavailable
Excellence Gap Outcomes	A: 0 B: 1 C:	27 D: 21	F: 2	D
	Not low-income	Low-incon	ne <b>Not low-inc</b> o	me Low-income
% Advanced G4 Math NAEP 2015	13%	2%	15%	2%
% Advanced G8 Math NAEP 2015	13%	2%	12%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	17%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	7%	1%
% of students who were low-income	4	8%		47%
% of 2013 AP exam takers who were low-income stude	nts 2	8%		29%
% students scoring 3+ on 1+ AP exam in 2013 who we	re low-income 2	2%		20%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **INDIANA**

ALL STATES		INDIANA
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	B
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	2 measures
	Yes: 15	
	Yes: 38	
	Yes: 5	
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	Yes: 3
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	No policy
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yps. 11	Mandatory
	credits Yes: 24	
Incentive program for early HS graduation	Yes: 6	Yes
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	A
Percentage of K-12 students identified as gifted 1	1% or more: 8 3-10%: 30 0-2%: 13	13%
Percentage of Class of 2013 who took at least one AP e	xam 26% or more: 30 11-25%: 21	35%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	B-
% Advanced Grade 4 Math NAEP 2015	7%	9%
% Advanced Grade 8 Math NAEP 2015	8%	9%
% Advanced Grade 4 Reading NAEP 2015	8%	9%
% Advanced Grade 8 Reading NAEP 2015	3%	4%
% HS students scoring 3+ on 1+ AP exam 2013	20%	16%



#### **INDIANA**

GRADE FOR CLOSING	ALL STATES		INDIA	NA
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D: 31 F: 1		
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	F	
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	
State mandates and/or funds universal screening	Requir Encoura No:	ged: 2	No	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	
State provides funding for dual enrollment	State/dist State/district LEA determ Studen	& student: 6 nined: 20	Stude	ent
State requires gifted coursework as part of teacher / administrator training	Yes: Inservice No:	only: 4	No	
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	No	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		D	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0.9 0-0.29	59: 30	0.3	4
Percent low-income K-12 students identified as gifted	Incom	plete	<b>25</b> %	6
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	16%	4%
% Advanced G8 Math NAEP 2015	13%	2%	14%	3%
% Advanced G4 Reading NAEP 2015	15%	3%	14%	5%
% Advanced G8 Reading NAEP 2015	6%	1%	6%	1%
% of students who were low-income	48%		47%	6
% of 2013 AP exam takers who were low-income studen	ents 28%		28% 16%	
% students scoring 3+ on 1+ AP exam in 2013 who were	were low-income 22%		129	6

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **IOWA**

Excellence Policies  A: 1 B: 10 C: 24 D: 15 F: 1 C  State produces an annual report on G&T programs or monitors/audits local G&T programs or monitors and local G&T programs or local GAT programs o	ALL STATES		IOWA	
State produces an annual report on G&T programs or monitors/audits local G&T programs  State mandates identification or services for identification on services for identification on services for identification on services for identification only: 4 Noither: 14  State K-12 accountability system includes measures of advanced learning and excellence  Extra credit for advanced achievement  Four desired measures: 0 Three: 6 Two: 15 None: 9  Extra credit for advanced achievement  Yes: 15 No Include high achievers in growth model  Yes: 38 Yes  Separately report growth for high achievers  Yes: 11 None  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  No policy: 12 No policy: 12 No policy: 12 No policy: 12 No policy: 15 No policy	EXCELLENCE GRADE	A; 0 B: 14 C: 32 D: 5 F: 0	C+	
State mandates identification or services for identification and services for identified advanced learners  State K-12 accountability system includes measures of advanced learning and excellence  Extra credit for advanced achievement  Include high achievers in growth model  Extra credit for advanced achievement  Include high achievers in growth model  Yes: 15  No  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  Permitted: 9 No policy: 12  No policy: 12  No policy: 12  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Yes: 11  Kized determined: 14 No permitted: 0 No permitted: 0 Not permitted: 0	Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C	
Identification only: 4 Neither: 14       Both Neither: 14       I measure         Extra credit for advanced achievement       Yes: 15       No         Include high achievers in growth model       Yes: 38       Yes         Separately report growth for high achievers       Yes: 5       No         Other indicators (Number of gifted students, availability of AP courses, etc.       Yes: 11       No no         State policy allowing early entrance to Kindergarten       Permitted: 9 No policy: 12       LEA determined: 14 Not permitted: 16       LEA determined: 14 Not permitted: 16       Not permitted: 12       LEA determined: 14       Not permitted: 12       Not permitted: 12       Not permitted: 12       Not permitted: 12 <td c<="" td=""><td></td><td></td><td>Yes</td></td>	<td></td> <td></td> <td>Yes</td>			Yes
measures of advanced learning and excellence One: 21 None: 9 None: 14 Not permitted: 16 Not permitted: 16 Not permitted: 16 None: 16 None: 16 None: 17 None: 17 None: 17 None: 18 None: 18 None: 18 None: 18 None: 19 None:		Identification only: 4	Both	
Extra credit for advanced achievement Include high achievers in growth model Yes: 38 Yes  Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  Yes: 11 None  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 No policy: 22 Not permitted: 16 No policy: 22 Not permitted: 3  LEA determined: 14 Not permitted: 01	measures of advanced learning and excellence	Three: 6 Two: 15 One: 21 None: 9		
Include high achievers in growth model Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 Not permitted: 12 No policy: 22 Not permitted: 3 LEA determined: 14 Not permitted: 12 Not permitted: 12 Not permitted: 3 Not specified in policy Public postsecondary institutions required to accept credits Yes: 24 Not specified in policy Incentive program for early HS graduation Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 C+  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 18%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C+  % Advanced Grade 4 Math NAEP 2015 8% 9%  % Advanced Grade 4 Reading NAEP 2015 8% 9%  % Advanced Grade 8 Reading NAEP 2015 8% 9%  % Advanced Grade 8 Reading NAEP 2015 3% 3%				
Separately report growth for high achievers  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 Not permitted: 10 Not permitted: 10 Not permitted: 11 Not permitted: 12 Not permitted: 21 Not permitted: 3  State policy on middle school / high school concurrent enrollment with credit received for high school No policy: 15 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 Yes Mandatory Yes: 11 Mixed Public postsecondary institutions required to accept credits Yes: 24 Not specified in policy Incentive program for early HS graduation Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 C+ Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 18%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C+  % Advanced Grade 4 Math NAEP 2015 % Advanced Grade 8 Math NAEP 2015 % Advanced Grade 4 Reading NAEP 2015 % Advanced Grade 8 Reading NAEP 2015	Include high achievers in growth model	Yes: 38	Yes	
Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 Not permitted: 12 LEA determined: 14 Not permitted: 0 LEA determined: 21 Not permitted: 21 Not permitted: 3 LEA determined: 21 Not permitted: 3 LEA determined: 21 Not permitted: 3 Not permitted: 4 Not permitted: 16 Not permitted: 12 Not permitted: 3 Not permitted: 12 Not perm				
State policy on acceleration  Permitted: 15 No policy: 22 LEA determined: 14 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Mandatory  Public postsecondary institutions required to accept credits  Yes: 6  No  No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C+  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 9%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  State policy on early College/dual enrollment  Yes: 48  Yes  Not specified in policy  No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C+  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 9%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  18%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015  8%  9%  Advanced Grade 4 Reading NAEP 2015  8%  9%  % Advanced Grade 8 Reading NAEP 2015  3%  3%  3%	Other indicators (Number of gifted students,			
State policy on middle school / high school concurrent enrollment with credit received for high school   No policy: 15   Not permitted: 21   Not permitted: 3   LEA determined    State policy on early college/dual enrollment   Yes: 48   Yes    Mandatory   Yes: 11   Mixed    Public postsecondary institutions required to accept credits   Yes: 24   Not specified in policy    Incentive program for early HS graduation   Yes: 6   No    Excellence Participation Indicators   A: 6   B: 14   C: 20   D: 11   F: 0   C+    Percentage of K-12 students identified as gifted   11% or more: 8   3-10%: 30   0-2%: 13   9%    Percentage of Class of 2013 who took at least one AP exam   26% or more: 30   11-25%: 21   18%    Excellence Outcomes   A: 4   B: 14   C: 26   D: 6   F: 1   C+    % Advanced Grade 4 Math NAEP 2015   8%   9%    % Advanced Grade 8 Reading NAEP 2015   8%   9%    % Advanced Grade 8 Reading NAEP 2015   3%   3%   3%	State policy allowing early entrance to Kindergarten		Not permitted	
enrollment with credit received for high school  No policy: 15 Not permitted: 3  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Public postsecondary institutions required to accept credits  Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C+  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 9%  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30 11-25%: 21  18%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015  7%  9%  % Advanced Grade 8 Math NAEP 2015  8%  9%  % Advanced Grade 8 Reading NAEP 2015  8%  9%  % Advanced Grade 8 Reading NAEP 2015  3%  3%  3%	State policy on acceleration		LEA determined	
Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  C+ Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 9% Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015 7% 9% % Advanced Grade 8 Math NAEP 2015 8% 9% % Advanced Grade 4 Reading NAEP 2015 8% 9% % Advanced Grade 8 Reading NAEP 2015 3% 3%	enrollment with credit received for high school	No policy: 15 Not permitted: 3	LEA determined	
Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  C+ Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 9% Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015 7% 9% % Advanced Grade 8 Math NAEP 2015 8% 9% % Advanced Grade 4 Reading NAEP 2015 8% 9% % Advanced Grade 8 Reading NAEP 2015 3% 3%	State policy on early college/dual enrollment	Yes: 48	Yes	
Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Yes: 6  No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C+  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 9%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  C+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  % Advanced Grade 8 Reading NAEP 2015	Mandatory	Vac. 11	Mixed	
Incentive program for early HS graduation  Figure 2				
Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 9%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 18%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 C+  % Advanced Grade 4 Math NAEP 2015 7% 9%  % Advanced Grade 8 Math NAEP 2015 8% 9%  % Advanced Grade 4 Reading NAEP 2015 8% 9%  % Advanced Grade 8 Reading NAEP 2015 3% 3%				
Percentage of Class of 2013 who took at least one AP exam       26% or more: 30 11-25%: 21       18%         Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       C+         % Advanced Grade 4 Math NAEP 2015       7%       9%         % Advanced Grade 8 Math NAEP 2015       8%       9%         % Advanced Grade 4 Reading NAEP 2015       8%       9%         % Advanced Grade 8 Reading NAEP 2015       3%       3%	Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C+	
Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       F: 1         % Advanced Grade 4 Math NAEP 2015       7%       9%         % Advanced Grade 8 Math NAEP 2015       8%       9%         % Advanced Grade 4 Reading NAEP 2015       8%       9%         % Advanced Grade 8 Reading NAEP 2015       3%       3%	Percentage of K-12 students identified as gifted $\qquad 1$	1% or more: 8 3-10%: 30 0-2%: 13	9%	
% Advanced Grade 4 Math NAEP 2015       7%       9%         % Advanced Grade 8 Math NAEP 2015       8%       9%         % Advanced Grade 4 Reading NAEP 2015       8%       9%         % Advanced Grade 8 Reading NAEP 2015       3%       3%	Percentage of Class of 2013 who took at least one AP e.		18%	
% Advanced Grade 8 Math NAEP 2015 8% 9% % Advanced Grade 4 Reading NAEP 2015 8% 9% % Advanced Grade 8 Reading NAEP 2015 3% 3%	Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C+	
% Advanced Grade 4 Reading NAEP 2015 8% 9%  % Advanced Grade 8 Reading NAEP 2015 3% 3%	% Advanced Grade 4 Math NAEP 2015	7%	9%	
% Advanced Grade 8 Reading NAEP 2015 3% <b>3</b> %	% Advanced Grade 8 Math NAEP 2015	8%	9%	
	% Advanced Grade 4 Reading NAEP 2015	8%	9%	
% HS students scoring 3+ on 1+ AP exam 2013 20% 11%	% Advanced Grade 8 Reading NAEP 2015	3%	3%	
	% HS students scoring 3+ on 1+ AP exam 2013	20%	11%	



#### **IOWA**

GRADE FOR CLOSING	ALL STATES		IOW	IOWA	
EXCELLENCE GAPS	A; 0 B; 0 C;	19 D: 31 F: 1	D-		
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	C		
At least half of state K-12 accountability rating based on growth for all students		: 4 47	No		
State mandates and/or funds universal screening	Encour	red: 7 aged: 2 42	No		
State provides funding for SAT / ACT / AP test-taking		31 20	No		
State provides funding for dual enrollment	State/district LEA deter	strict: 10 & student: 6 mined: 20 nt: 15	State/di	strict	
State requires gifted coursework as part of teacher / administrator training	Inservice	s: 5 e only: 4 42	Yes	3	
State requires gifted coursework as part of school counselor training	Inservice	e: 4 e only: 1 46	Yes	S	
Excellence Gap Participation Measures		12 D: 13 F: 10 plete: 1	D.		
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.30-0	igher: 10 59: 30 9: 11	0.3	6	
Percent low-income K-12 students identified as gifted	Incon	ıplete	1%	•	
Excellence Gap Outcomes	A: 0 B: 1 C:	27 D: 21 F: 2	C-		
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	13%	3%	
% Advanced G8 Math NAEP 2015	13%	2%	13%	4%	
% Advanced G4 Reading NAEP 2015	15%	3%	13%	3%	
% Advanced G8 Reading NAEP 2015	6%	1%	4%	1%	
% of students who were low-income	48	3%	39%	6	
% of 2013 AP exam takers who were low-income studer	nts 28	3%	149	6	
% students scoring 3+ on 1+ AP exam in 2013 who we	re low-income 22	2%	10%	6	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



## **KANSAS**

ALL STATES		KANSAS
EXCELLENCE GRADE	A: 0	()//// <b>C</b>
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Identification only
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Not permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	Permitted
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	D+
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	3%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	17%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C
% Advanced Grade 4 Math NAEP 2015	7%	7%
% Advanced Grade 8 Math NAEP 2015	8%	6%
% Advanced Grade 4 Reading NAEP 2015	8%	9%
% Advanced Grade 8 Reading NAEP 2015	3%	3%
% HS students scoring 3+ on 1+ AP exam 2013	20%	11%



#### **KANSAS**

GRADE FOR CLOSING	ALL STATES		KANS	AS
EXCELLENCE GAPS	A: 0 B: 0 C:/	19 D: 31 F: 1	D-	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	F	
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	
State mandates and/or funds universal screening	Requir Encours No:	aged: 2	No	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	
State provides funding for dual enrollment	State/dis State/district LEA deterr Studer	& student: 6 mined: 20	Stude	ent
State requires gifted coursework as part of teacher / administrator training	Yes Inservice No:	e only: 4	No	
State requires gifted coursework as part of school counselor training	Yes Inservice No:	e only: 1	No	
Excellence Gap Participation Measures	A: 2 B: 13 C: Incomp		D-	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.2		0.39	9
Percent low-income K-12 students identified as gifted	Incom	plete	<b>12</b> 9	/ 0
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	C-	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	12%	3%
% Advanced G8 Math NAEP 2015	13%	2%	10%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	16%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	5%	1%
% of students who were low-income	48	%	48%	6
% of 2013 AP exam takers who were low-income stude	nts 28	%	199	6
% students scoring 3+ on 1+ AP exam in 2013 who we	ere low-income 22	%	12%	0

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **KENTUCKY**

	ALL STATES	KENTUCKY
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	B+
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	Α-
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	2 measures
Extra credit for advanced achievement	Yes: 15	Yes
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	Permitted
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Mandatory
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	Yes
<b>Excellence Participation Indicators</b>	A: 6 B: 14 C: 20 D: 11 F: 0	A
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	13%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	32%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C+
% Advanced Grade 4 Math NAEP 2015	7%	7%
% Advanced Grade 8 Math NAEP 2015	8%	5%
% Advanced Grade 4 Reading NAEP 2015	8%	10%
% Advanced Grade 8 Reading NAEP 2015	3%	4%
% HS students scoring 3+ on 1+ AP exam 2013	20%	16%



### **KENTUCKY**

GRADE FOR CLOSING	ALL STATES		KENTU	ICKY
EXCELLENCE GAPS	A: 0 B: 0 C: 1	19 D: 31 F: 1	Ď-	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D	
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	aged: 2	No	1
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye (free /	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		LEA dete	rmined
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	)
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 D: 13 F: 10 Incomplete: 1		C	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.4	6
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	14%	3%
% Advanced G8 Math NAEP 2015	13%	2%	9%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	18%	5%
% Advanced G8 Reading NAEP 2015	6%	1%	7%	2%
% of students who were low-income	48	%	579	%
% of 2013 AP exam takers who were low-income studen	idents 28%		26%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	re low-income 22	%	199	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **LOUISIANA**

	ALL STATES	LOUISIANA
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	D+
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	Yes
	Yes: 38	No
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	LEA determined
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Mandatory
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	D
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	3%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	15%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	D-
% Advanced Grade 4 Math NAEP 2015	7%	4%
% Advanced Grade 8 Math NAEP 2015	8%	3%
% Advanced Grade 4 Reading NAEP 2015	8%	6%
% Advanced Grade 8 Reading NAEP 2015	3%	2%
% HS students scoring 3+ on 1+ AP exam 2013	20%	5%



### **LOUISIANA**

GRADE FOR CLOSING	ALL STATES		S LOUISIANA	
EXCELLENCE GAPS	A; 0 B; 0 C; 1	.9 D: 31 F: 1	D-	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D-	<b>-</b>
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	No	1
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye (free /	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		State/di	strict
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	1
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 D: 13 F: 10 Incomplete: 1		C	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.4	3
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	7%	2%
% Advanced G8 Math NAEP 2015	13%	2%	6%	1%
% Advanced G4 Reading NAEP 2015	15%	3%	11%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	3%	1%
% of students who were low-income	48%		669	%
% of 2013 AP exam takers who were low-income studen	dents 28%		28%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	re low-income 22°	%	159	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



### **MAINE**

	ALL STATES	MAINE
EXCELLENCE GRADE	A; 0 / B; 14 / C; 32 / D; 5 / F; 0	C+
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	2 measures
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Vec
Senarately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	Yes: 4
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Not permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes. 11	Mixed
Public postsecondary institutions required to accept	credits Yes: 24	Mixed
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	В
Percentage of K-12 students identified as gifted 11	1% or more: 8 3-10%: 30 0-2%: 13	5%
Percentage of Class of 2013 who took at least one AP ex	xam 26% or more: 30 11-25%: 21	36%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	B-
% Advanced Grade 4 Math NAEP 2015	7%	7%
% Advanced Grade 8 Math NAEP 2015	8%	8%
% Advanced Grade 4 Reading NAEP 2015	8%	8%
% Advanced Grade 8 Reading NAEP 2015	3%	2%
% HS students scoring 3+ on 1+ AP exam 2013	20%	22%



#### **MAINE**

GRADE FOR CLOSING	ALL STATES		MAII	NE
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D: 31 F: 1	G	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	C.	-
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	Requi	red
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye: (free SAT - public	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		State/district	& student
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		D	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.3	1
Percent low-income K-12 students identified as gifted	Incom	plete	24%	6
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	11%	3%
% Advanced G8 Math NAEP 2015	13%	2%	11%	3%
% Advanced G4 Reading NAEP 2015	15%	3%	12%	4%
% Advanced G8 Reading NAEP 2015	6%	1%	3%	1%
% of students who were low-income	48%		43%	6
% of 2013 AP exam takers who were low-income studen	ents 28%		16%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	e low-income 22°	%	149	6

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **MARYLAND**

	ALL STATES	MARYLAND
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	B
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	None
Extra aradit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	No
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatony	Yes: 11	Voluntary
Public postsecondary institutions required to accept		No
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	Α
Percentage of K-12 students identified as gifted 11	% or more: 8 3-10%: 30 0-2%: 13	16%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	47%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	B+
% Advanced Grade 4 Math NAEP 2015	7%	8%
% Advanced Grade 8 Math NAEP 2015	8%	10%
% Advanced Grade 4 Reading NAEP 2015	8%	10%
% Advanced Grade 8 Reading NAEP 2015	3%	5%
% HS students scoring 3+ on 1+ AP exam 2013	20%	30%



### **MARYLAND**

GRADE FOR CLOSING	ALL STATES		MARYI	LAND	
EXCELLENCE GAPS	A: 0 B: 0 C: 1	19 D: 31 F: 1			
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	F	•	
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)	
State mandates and/or funds universal screening	Requir Encoura No:	aged: 2	No	)	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	)	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20		State/district & student: 6		t & student
State requires gifted coursework as part of teacher / administrator training	Yes Inservice No:	only: 4	No	)	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	)	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		C	-	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.4	8	
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	D		
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	13%	2%	
% Advanced G8 Math NAEP 2015	13%	2%	15%	2%	
% Advanced G4 Reading NAEP 2015	15%	3%	16%	2%	
% Advanced G8 Reading NAEP 2015	6%	1%	8%	1%	
% of students who were low-income	48	%	409	%	
% of 2013 AP exam takers who were low-income stude	lents 28%		19%		
% students scoring 3+ on 1+ AP exam in 2013 who we	ere low-income 22	%	149	%	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **MASSACHUSETTS**

	ALL STATES	MASSACHUSETTS
EXCELLENCE GRADE	A; 0 B; 14 C; 32 D; 5 F; 0	C+
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	2 measures
	Yes: 15	
	Yes: 38	
	Yes: 5	
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	LEA determined
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Vac. 11	Mixed
Public postsecondary institutions required to accept		No
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
Percentage of K-12 students identified as gifted 11	% or more: 8 3-10%: 30 0-2%: 13	1%
Percentage of Class of 2013 who took at least one AP ex	am 26% or more: 30 11-25%: 21	39%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	<b>A</b> -
% Advanced Grade 4 Math NAEP 2015	7%	13%
% Advanced Grade 8 Math NAEP 2015	8%	18%
% Advanced Grade 4 Reading NAEP 2015	8%	14%
% Advanced Grade 8 Reading NAEP 2015	3%	6%
% HS students scoring 3+ on 1+ AP exam 2013	20%	28%



### **MASSACHUSETTS**

GRADE FOR CLOSING	ALL STATES		ALL STATES MASSACHUSETTS	
EXCELLENCE GAPS	A: 0 B: 0 C: 19 D: 31 F: 1		D-	+
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12		F	
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)
State mandates and/or funds universal screening	Require Encoura No:	ged: 2	No	)
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		Stud	ent
State requires gifted coursework as part of teacher / administrator training	Yes: Inservice No:	only: 4	No	)
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 D: 13 F: 10 Incomplete: 1		В	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.5	6
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C	-
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	20%	4%
% Advanced G8 Math NAEP 2015	13%	2%	27%	7%
% Advanced G4 Reading NAEP 2015	15%	3%	21%	5%
% Advanced G8 Reading NAEP 2015	6%	1%	9%	3%
% of students who were low-income	48%		349	%
% of 2013 AP exam takers who were low-income studen	lents 28%		19%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	o were low-income 22%		139	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **MICHIGAN**

	ALL STATES	MICHIGAN
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	D+
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	None
	Yes: 15	No
Include high achievers in growth model	Yes: 38	No
	Yes: 5	
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Not permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	V <sub>α</sub> ς, 11	Mandatory
Public postsecondary institutions required to accept cr		
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
Percentage of K-12 students identified as gifted 11%	or more: 8 3-10%: 30 0-2%: 13	2%
Percentage of Class of 2013 who took at least one AP exam	n 26% or more: 30 11-25%: 21	26%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C-
% Advanced Grade 4 Math NAEP 2015	7%	5%
% Advanced Grade 8 Math NAEP 2015	8%	7%
% Advanced Grade 4 Reading NAEP 2015	8%	5%
% Advanced Grade 8 Reading NAEP 2015	3%	3%
% HS students scoring 3+ on 1+ AP exam 2013	20%	17%



### **MICHIGAN**

GRADE FOR CLOSING	ALL STATES		G ALL STATES MICH		MICH	IGAN
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D: 31 F: 1	D			
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12				
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)		
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	No	)		
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye (free SAT - public			
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		State/distric	t & student		
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	)		
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	)		
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 D: 13 F: 10 Incomplete: 1		D	-		
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.3	4		
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable		
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	D			
	Not low-income	Low-income	Not low-income	Low-income		
% Advanced G4 Math NAEP 2015	13%	2%	9%	1%		
% Advanced G8 Math NAEP 2015	13%	2%	11%	2%		
% Advanced G4 Reading NAEP 2015	15%	3%	8%	1%		
% Advanced G8 Reading NAEP 2015	6%	1%	4%	1%		
% of students who were low-income	48%		469	%		
% of 2013 AP exam takers who were low-income studen	ents 28%		ts 28% <b>16</b> %		%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	were low-income 22%		115	%		

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **MINNESOTA**

	MINNESOTA	
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	B
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	В
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	Permitted
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	No
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	B+
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	8%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	32%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	В
% Advanced Grade 4 Math NAEP 2015	7%	14%
% Advanced Grade 8 Math NAEP 2015	8%	13%
% Advanced Grade 4 Reading NAEP 2015	8%	9%
% Advanced Grade 8 Reading NAEP 2015	3%	4%
% HS students scoring 3+ on 1+ AP exam 2013	20%	20%



### **MINNESOTA**

GRADE FOR CLOSING	ALL STATES		MINNE	SOTA
EXCELLENCE GAPS	A: 0 B: 0 C: 19 D: 31 F: 1		D-	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12		D	
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)
State mandates and/or funds universal screening	Require Encoura No:	ged: 2	No	)
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Yes (reimbur costs for A	
State provides funding for dual enrollment	State/dist State/district & LEA determ Studen	& student: 6 ined: 20	LEA dete	rmined
State requires gifted coursework as part of teacher / administrator training	Yes: Inservice No:	only: 4	No	)
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incompl		Incom	plete
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		N/	A
Percent low-income K-12 students identified as gifted	Incomp	olete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C	-
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	21%	5%
% Advanced G8 Math NAEP 2015	13%	2%	18%	4%
% Advanced G4 Reading NAEP 2015	15%	3%	13%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	6%	1%
% of students who were low-income	48%	6	379	%
% of 2013 AP exam takers who were low-income studen	dents 28%			
% students scoring 3+ on 1+ AP exam in 2013 who wer	o were low-income 22%			

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



### **MISSISSIPPI**

	ALL STATES	MISSISSIPPI
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	D+
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
	Yes: 38	Yes
	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Not permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	Permitted
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	D+
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	7%
Percentage of Class of 2013 who took at least one AP e.	26% or more: 30 11-25%: 21	13%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	F
% Advanced Grade 4 Math NAEP 2015	7%	3%
% Advanced Grade 8 Math NAEP 2015	8%	3%
% Advanced Grade 4 Reading NAEP 2015	8%	5%
% Advanced Grade 8 Reading NAEP 2015	3%	1%
% HS students scoring 3+ on 1+ AP exam 2013	20%	4%



### **MISSISSIPPI**

GRADE FOR CLOSING	ALL STATES		MISSIS	SIPPI
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D: 31 F: 1	C	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	C	
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	Requi	ired
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye (free	
State provides funding for dual enrollment	State/dist State/district LEA detern Studen	& student: 6 nined: 20	LEA dete	rmined
State requires gifted coursework as part of teacher / administrator training	Yes: Inservice No:	only: 4	Inservio	e only
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		C	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.4	6
Percent low-income K-12 students identified as gifted	Incom	plete	449	%
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	D-	+
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	8%	2%
% Advanced G8 Math NAEP 2015	13%	2%	8%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	11%	2%
% Advanced G8 Reading NAEP 2015	6%	1%	3%	1%
% of students who were low-income	489	%	715	%
% of 2013 AP exam takers who were low-income student	dents 28%		33%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	am in 2013 who were low-income 22%		21%	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **MISSOURI**

	ALL STATES	MISSOURI
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	C
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	3 measures
Extra credit for advanced achievement	Yes: 15	Yes
	Yes: 38	Yes
	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	Yes: 2
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Not permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	D+
Percentage of K-12 students identified as gifted 1	% or more: 8 3-10%: 30 0-2%: 13	4%
Percentage of Class of 2013 who took at least one AP e.	26% or more: 30 11-25%: 21	16%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	D+
% Advanced Grade 4 Math NAEP 2015	7%	5%
% Advanced Grade 8 Math NAEP 2015	8%	7%
% Advanced Grade 4 Reading NAEP 2015	8%	9%
% Advanced Grade 8 Reading NAEP 2015	3%	3%
% HS students scoring 3+ on 1+ AP exam 2013	20%	10%



### **MISSOURI**

GRADE FOR CLOSING	ALL S	TATES	MISSO	JURI
EXCELLENCE GAPS	A: 0 B: 0 C;	19 D: 31 F: 1		
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	11 D: 27 F: 12	D	
At least half of state K-12 accountability rating based on growth for all students		s: 4 47	No	)
State mandates and/or funds universal screening	Encour	red: 7 raged: 2 42	No	ı
State provides funding for SAT / ACT / AP test-taking		: 31 20	Ye (free <i>l</i>	
State provides funding for dual enrollment	State/district LEA deter	strict: 10 : & student: 6 mined: 20 nt: 15	LEA dete	rmined
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	1
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	
Excellence Gap Participation Measures	A: 2 B: 13 C: Incom	12 D: 13 F: 10 plete: 1	D.	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.3	7
Percent low-income K-12 students identified as gifted	Incon	nplete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C:	27 D: 21 F: 2	D-	ŀ
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	9%	2%
% Advanced G8 Math NAEP 2015	13%	2%	11%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	14%	4%
% Advanced G8 Reading NAEP 2015	6%	1%	6%	1%
% of students who were low-income	48	3%	459	%
% of 2013 AP exam takers who were low-income studen	nts 28	3%	17%	
% students scoring 3+ on 1+ AP exam in 2013 who we	re low-income 22	2%	9%	ó

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **MONTANA**

	MONTANA	
EXCELLENCE GRADE	A; 0   B; 14   C; 32   D; 5   F; 0	C
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	None
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	No
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	LEA determined
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	LEA determined
enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes · 11	Voluntary
Public postsecondary institutions required to accept cr	edits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
Percentage of K-12 students identified as gifted 11%	or more: 8 3-10%: 30 0-2%: 13	4%
Percentage of Class of 2013 who took at least one AP example 2013 who	1 26% or more: 30 11-25%: 21	21%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C
% Advanced Grade 4 Math NAEP 2015	7%	6%
% Advanced Grade 8 Math NAEP 2015	8%	8%
% Advanced Grade 4 Reading NAEP 2015	8%	8%
% Advanced Grade 8 Reading NAEP 2015	3%	3%
% HS students scoring 3+ on 1+ AP exam 2013	20%	13%



### **MONTANA**

GRADE FOR CLOSING	ALL STATES		MONTANA	
EXCELLENCE GAPS	A: 0 B: 0 C: 19 D: 31 F: 1			
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12		D	
At least half of state K-12 accountability rating based on growth for all students	Yes: No: 4		No	)
State mandates and/or funds universal screening	Require Encourag No: 4	ged: 2	No	ı
State provides funding for SAT / ACT / AP test-taking	Yes: 3 No: 2		Yes (free funding expired,	
State provides funding for dual enrollment	State/distr State/district & LEA determi Student	student: 6 ined: 20	LEA dete	rmined
State requires gifted coursework as part of teacher / administrator training	Yes: Inservice o No: 4	only: 4	No	)
State requires gifted coursework as part of school counselor training	Yes: Inservice o No: 4	only: 1	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 Incomple		F	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.2	9
Percent low-income K-12 students identified as gifted	Incomp	lete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 27	7 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	9%	3%
% Advanced G8 Math NAEP 2015	13%	2%	11%	4%
% Advanced G4 Reading NAEP 2015	15%	3%	12%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	5%	1%
% of students who were low-income	48%		419	%
% of 2013 AP exam takers who were low-income studen	dents 28%		12%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	o were low-income 22%		9%	6

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



### **NEBRASKA**

	NEBRASKA	
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	()///C
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C-
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Identification only
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	3 measures
Extra credit for advanced achievement	Yes: 15	Yes
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	Yes: 1
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	No policy
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	No
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	В
Percentage of K-12 students identified as gifted 1.	1% or more: 8 3-10%: 30 0-2%: 13	12%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	17%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C-
% Advanced Grade 4 Math NAEP 2015	7%	7%
% Advanced Grade 8 Math NAEP 2015	8%	8%
% Advanced Grade 4 Reading NAEP 2015	8%	9%
% Advanced Grade 8 Reading NAEP 2015	3%	3%
% HS students scoring 3+ on 1+ AP exam 2013	20%	10%



#### **NEBRASKA**

GRADE FOR CLOSING	ALL STATES		NEBRA	ASKA
EXCELLENCE GAPS	A: 0 B: 0 C: 19 D: 31 F: 1		0	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12		D	-
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)
State mandates and/or funds universal screening	Require Encoura No:	ged: 2	No	ı
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye (free /	
State provides funding for dual enrollment	State/dist State/district & LEA determ Studen	& student: 6 ined: 20	Stud	ent
State requires gifted coursework as part of teacher / administrator training	Yes: Inservice No:	only: 4	No	)
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incompl		D	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.3	1
Percent low-income K-12 students identified as gifted	Incomp	olete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C	_
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	11%	2%
% Advanced G8 Math NAEP 2015	13%	2%	12%	3%
% Advanced G4 Reading NAEP 2015	15%	3%	15%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	5%	1%
% of students who were low-income	48%		439	%
% of 2013 AP exam takers who were low-income student	dents 28%		13%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	no were low-income 22%		109	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **NEVADA**

	NEVADA	
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	//// <b>/C</b> //////
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	2 measures
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	Yes
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	No policy
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	2%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	32%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C-
% Advanced Grade 4 Math NAEP 2015	7%	4%
% Advanced Grade 8 Math NAEP 2015	8%	5%
% Advanced Grade 4 Reading NAEP 2015	8%	6%
% Advanced Grade 8 Reading NAEP 2015	3%	2%
% HS students scoring 3+ on 1+ AP exam 2013	20%	17%



#### **NEVADA**

GRADE FOR CLOSING	ALL STATES		NEVADA	
EXCELLENCE GAPS	A: 0 B: 0 C: 19 D: 31 F: 1		C	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12		D-	+
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)
State mandates and/or funds universal screening	Require Encoura No:	ged: 2	No	)
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye (free /	
State provides funding for dual enrollment	State/dist State/district & LEA determ Studen	& student: 6 ined: 20	Stud	ent
State requires gifted coursework as part of teacher / administrator training	Yes: Inservice No:	only: 4	Ye	s
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 D: 13 F: 10 Incomplete: 1		B-	+
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.6	6
Percent low-income K-12 students identified as gifted	Incomp	olete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C	-
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	8%	2%
% Advanced G8 Math NAEP 2015	13%	2%	10%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	10%	4%
% Advanced G8 Reading NAEP 2015	6%	1%	3%	0%
% of students who were low-income	48%		509	%
% of 2013 AP exam takers who were low-income student	dents 28%		33%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	no were low-income 22%		289	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



### **NEW HAMPSHIRE**

	ALL STATES	NEW HAMPSHIRE
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	C-///
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D-
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	LEA determined
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	LEA determined
Mandatory	Yes: 11	No
Public postsecondary institutions required to accept	credits Yes: 24	No
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	D+
Percentage of K-12 students identified as gifted 11	% or more: 8 3-10%: 30 0-2%: 13	1%
Percentage of Class of 2013 who took at least one AP ex	am 26% or more: 30 11-25%: 21	24%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	B+
% Advanced Grade 4 Math NAEP 2015	7%	10%
% Advanced Grade 8 Math NAEP 2015	8%	12%
% Advanced Grade 4 Reading NAEP 2015	8%	12%
% Advanced Grade 8 Reading NAEP 2015	3%	5%
% HS students scoring 3+ on 1+ AP exam 2013	20%	18%



### **NEW HAMPSHIRE**

GRADE FOR CLOSING	ALL S	TATES	NEW HAN	IPSHIRE
EXCELLENCE GAPS	A: 0 B: 0 C: 1	.9 D: 31 F: 1	D	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D	-
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	aged: 2	No	)
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye (free SAT - public	
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	Stud	ent
State requires gifted coursework as part of teacher / administrator training	Yes Inservice No:	only: 4	No	)
State requires gifted coursework as part of school counselor training	Yes Inservice No:	only: 1	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		F	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.2	5
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	13%	3%
% Advanced G8 Math NAEP 2015	13%	2%	15%	3%
% Advanced G4 Reading NAEP 2015	15%	3%	15%	5%
% Advanced G8 Reading NAEP 2015	6%	1%	6%	1%
% of students who were low-income	48%		259	%
% of 2013 AP exam takers who were low-income student	udents 28%		6%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	e low-income 22	%	6%	6

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **NEW JERSEY**

Excellence Policies  A: 1 B: 10 C: 24 D: 15 F: 1  C-  State produces an annual report on G&T programs or monitors/audits local G&T programs or monitors/audits local G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State produces an annual report on G&T programs No. 22  State policy allowing early entrance to Kindergarten Permitted. 9 No policy. 22  Not permitted. 16  No policy  State policy on acceleration Permitted. 19 No policy. 22  Not permitted. 10  No policy  State policy on middle school / high school concurrent enrollment with credit received for high school concurrent enrollment with credit received for high school No produces on early college/dual enrollment Public postsecondary institutions required to accept credits No policy. 22  No policy Not permitted. 3  Not permitted. 3  No policy Not permitted. 3  Not permitted. 3  Not permitted. 4  No policy Not permitted. 3  Not permitted. 4  No policy Not permitted. 3  Not permitted. 4  No policy Not permitted. 3  Not permitted. 16  No policy	ALL STATES		<b>NEW JERSEY</b>
State produces an annual report on G&T programs or monitors/audits local G&T programs	EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	<b>B</b>
or monitors/audits local G&T programs  State mandates identification or services for identified advanced learners  State K-12 accountability system includes measures of advanced learning and excellence  Three: 6 two: 15 two: 15 two fore: 2 two fo	Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C-
State K-12 accountability system includes measures of advanced learning and excellence   Three 6   Two: 15   None: 9			Yes
measures of advanced learning and excellence    Three: 6   Two: 15   None: 9		Identification only: 4	Both
Extra credit for advanced achievement Include high achievers in growth model Separately report growth for high achievers  Ves: 38 Yes Separately report growth for high achievers  Ves: 5 No Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 No permitted: 16 No policy State policy on acceleration Permitted: 15 No policy: 22 Not permitted: 01 Not permitted: 01 Not permitted: 02 Not permitted: 03 Not permitted: 03 Not permitted: 03 No policy State policy on middle school / high school concurrent entrollment with credit received for high school State policy on early college/dual enrollment Ves: 48 Yes Mandatory Yes: 11 Voluntary Public postsecondary institutions required to accept credits Ves: 24 No Incentive program for early HS graduation Ves: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 B Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 7% Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 32%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 A-  % Advanced Grade 4 Math NAEP 2015 8% Advanced Grade 8 Math NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015	measures of advanced learning and excellence	Three: 6 Two: 15 One: 21 None: 9	1 measure
Include high achievers in growth model  Separately report growth for high achievers  Ves: 5  No  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  Permitted: 9 No policy: 12 Not permitted: 16 No policy  State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 0 No policy  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Yes: 11  Voluntary  Public postsecondary institutions required to accept credits  Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0 B  Percentage of K-12 students identified as gifted  11% or more: 8 3-10%: 30 0-2%: 13 7%  Percentage of Class of 2013 who took at least one AP exam  Ali-25%: 21  Sale  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1 A-  Advanced Grade 4 Math NAEP 2015  Advanced Grade 4 Reading NAEP 2015  Advanced Grade 4 Reading NAEP 2015  Advanced Grade 8 Reading NAEP 2015  Advanced Grade 8 Reading NAEP 2015  Advanced Grade 8 Reading NAEP 2015  As devanced Grade 8 Reading NAEP 2015  Are  State policy on acceleration indicators  Yes: 11 Voluntary  Policy  No policy  Yes: 42  No  No policy  No policy  No policy  No policy  No policy  Yes: 42  No  No  No  Permitted: 12  LEA determined: 14  No policy  No policy  Yes: 42  No  No  No  Permitted: 10  No policy  No policy  No  No policy  No  No policy  No  No  Permitted: 12			No
Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten No policy: 12 No policy: 12 Not permitted: 16 No policy Not permitted: 10 Not permitted: 10 Not policy Not permitted: 21 Not permitted: 3 No policy Not permitted: 16 Not permitted: 16 Not permitted: 16 No policy Not permitted: 16 Not permitted: 16 Not permitted: 16 No policy Not permitted: 16 Not permitted: 16 Not permitted: 16 No policy Not permitted: 16 Not permitted: 10 Not permitted: 16 Not permitted: 10 Not permitted: 1	Include high achievers in growth model	Yes: 38	Yes
Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 No policy  State policy on acceleration Permitted: 15 No policy: 22 Not permitted: 0 No policy  State policy on middle school / high school concurrent Permitted: 12 Not permitted: 0 No policy  State policy on middle school / high school concurrent Permitted: 12 No policy: 15 Not permitted: 21 No policy  State policy on early college/dual enrollment Yes: 48 Yes  Mandatory Yes: 11 Voluntary  Public postsecondary institutions required to accept credits Yes: 24 No Incentive program for early HS graduation Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 B  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 7%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 32%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 A-  % Advanced Grade 4 Math NAEP 2015 8%  % Advanced Grade 4 Reading NAEP 2015 8%  % Advanced Grade 4 Reading NAEP 2015 8%  % Advanced Grade 8 Reading NAEP 20			
State policy on acceleration  Permitted: 15 No policy: 22  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes: 24  No policy  Public postsecondary institutions required to accept credits  Permitted: 12 No policy: 15  No permitted: 10  No policy: 15  No permitted: 12  No policy: 15  No permitted: 12  No permitted: 21  No permitted: 21  No permitted: 12  No policy: 15  No permitted: 12  No permitted: 12  No permitted: 12  No permitted: 12  No policy: 15  No permitted: 12  No policy: 15  No permitted: 12  No policy: 15  No permitted: 12  No permitted: 12  No policy: 15  No permitted: 12  No policy: 15  No permitted: 12  No permitted	Other indicators (Number of gifted students,		
State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Mandatory  Public postsecondary institutions required to accept credits  No policy: 15  No policy: 15	State policy allowing early entrance to Kindergarten		No policy
Excellence Participation Indicators  Percentage of Class of 2013 who took at least one AP exam  **Recellence Outcomes**  **Advanced Grade 4 Math NAEP 2015**  **Advanced Grade 4 Reading NAEP 2015**  **State policy on early college/dual enrollment*  **Yes: 48**  **Yes: 11**  **Voluntary*  **Voluntary*  **Public postsecondary institutions required to accept credits*  **Yes: 24**  **No  **No  **Incentive program for early HS graduation**  **Yes: 6**  **No  **Excellence Participation Indicators**  **A: 6**  **B: 14**  **C: 20**  **D: 11**  **F: 0**  **B  **Percentage of K-12 students identified as gifted 11% or more: 8**  **3-10%: 30**  **0-2%: 13**  **7%  **Percentage of Class of 2013 who took at least one AP exam 26% or more: 30**  **11-25%: 21**  **32%  **Excellence Outcomes**  **A: 4**  **B: 14**  **C: 26**  **D: 6**  **F: 1   **A	State policy on acceleration		No policy
Mandatory Public postsecondary institutions required to accept credits Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 B Percentage of K-12 students identified as gifted Percentage of Class of 2013 who took at least one AP exam Percentage of Class of 2013 who took at least one AP exam Percentage Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 A-  **Advanced Grade 4 Math NAEP 2015  **Advanced Grade 8 Math NAEP 2015  **Advanced Grade 4 Reading NAEP 2015  **Advanced Grade 8 Reading NAEP 2015	enrollment with credit received for high school	No policy: 15 Not permitted: 3	No policy
Mandatory Public postsecondary institutions required to accept credits Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 B Percentage of K-12 students identified as gifted Percentage of Class of 2013 who took at least one AP exam Percentage of Class of 2013 who took at least one AP exam Percentage Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 A-  **Advanced Grade 4 Math NAEP 2015  **Advanced Grade 8 Math NAEP 2015  **Advanced Grade 4 Reading NAEP 2015  **Advanced Grade 8 Reading NAEP 2015	State policy on early college/dual enrollment	Yes: 48	Yes
Public postsecondary institutions required to accept credits  Yes: 24  No Incentive program for early HS graduation  Yes: 6  No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30 11-25%: 21  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  A-  % Advanced Grade 4 Math NAEP 2015  7%  9%  % Advanced Grade 8 Math NAEP 2015  8%  16%  % Advanced Grade 4 Reading NAEP 2015  8%  12%  % Advanced Grade 8 Reading NAEP 2015  3%  6%	Mandatory	Yes: 11	Voluntary
Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30 11-25%: 21  32%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  A-  % Advanced Grade 4 Math NAEP 2015  7%  9%  % Advanced Grade 8 Math NAEP 2015  8%  16%  % Advanced Grade 8 Reading NAEP 2015  8%  12%  % Advanced Grade 8 Reading NAEP 2015  8%  6%			
Percentage of K-12 students identified as gifted       11% or more: 8       3-10%: 30       0-2%: 13       7%         Percentage of Class of 2013 who took at least one AP exam       26% or more: 30 11-25%: 21       32%         Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       A-         % Advanced Grade 4 Math NAEP 2015       7%       9%         % Advanced Grade 8 Math NAEP 2015       8%       16%         % Advanced Grade 4 Reading NAEP 2015       8%       12%         % Advanced Grade 8 Reading NAEP 2015       3%       6%			
Percentage of Class of 2013 who took at least one AP exam       26% or more: 30 11-25%: 21       32%         Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       A-         % Advanced Grade 4 Math NAEP 2015       7%       9%         % Advanced Grade 8 Math NAEP 2015       8%       16%         % Advanced Grade 4 Reading NAEP 2015       8%       12%         % Advanced Grade 8 Reading NAEP 2015       3%       6%	Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	В
11-25%: 21         Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       A-         % Advanced Grade 4 Math NAEP 2015       7%       9%         % Advanced Grade 8 Math NAEP 2015       8%       16%         % Advanced Grade 4 Reading NAEP 2015       8%       12%         % Advanced Grade 8 Reading NAEP 2015       3%       6%	Percentage of K-12 students identified as gifted $\qquad 1$	1% or more: 8 3-10%: 30 0-2%: 13	7%
% Advanced Grade 4 Math NAEP 2015       7%       9%         % Advanced Grade 8 Math NAEP 2015       8%       16%         % Advanced Grade 4 Reading NAEP 2015       8%       12%         % Advanced Grade 8 Reading NAEP 2015       3%       6%	Percentage of Class of 2013 who took at least one AP e		32%
% Advanced Grade 8 Math NAEP 2015       8%       16%         % Advanced Grade 4 Reading NAEP 2015       8%       12%         % Advanced Grade 8 Reading NAEP 2015       3%       6%	Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	<b>A</b> -
% Advanced Grade 4 Reading NAEP 2015 8% 12%  % Advanced Grade 8 Reading NAEP 2015 3% 6%	% Advanced Grade 4 Math NAEP 2015	7%	9%
% Advanced Grade 8 Reading NAEP 2015 3% <b>6</b> %	% Advanced Grade 8 Math NAEP 2015	8%	16%
<u> </u>	% Advanced Grade 4 Reading NAEP 2015	8%	12%
% HS students scoring 3+ on 1+ AP exam 2013 20% <b>24</b> %	% Advanced Grade 8 Reading NAEP 2015	3%	6%
	% HS students scoring 3+ on 1+ AP exam 2013	20%	24%



#### **NEW JERSEY**

GRADE FOR CLOSING	ALL STATES		NEW JE	RSEY
EXCELLENCE GAPS	A: 0 B: 0 C: 1	.9 D: 31 F: 1	D	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	F	•
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	aged: 2	No	1
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	)
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	Stud	ent
State requires gifted coursework as part of teacher / administrator training	Yes Inservice No:	only: 4	No	)
State requires gifted coursework as part of school counselor training	Yes Inservice No:	only: 1	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	.2 D: 13 F: 10 lete: 1	C	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.4	1
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	D	-
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	15%	2%
% Advanced G8 Math NAEP 2015	13%	2%	23%	3%
% Advanced G4 Reading NAEP 2015	15%	3%	17%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	8%	1%
% of students who were low-income	48	%	339	%
% of 2013 AP exam takers who were low-income studen	ts 28	%	139	%
% students scoring 3+ on 1+ AP exam in 2013 who were	re low-income 22	%	109	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **NEW MEXICO**

	ALL STATES	NEW MEXICO
EXCELLENCE GRADE	A; 0 B; 14 C; 32 D; 5 F; 0	C
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
	Yes: 38	Yes
	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Not permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Mandatory
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	В
Percentage of K-12 students identified as gifted 1	1% or more: 8 3-10%: 30 0-2%: 13	5%
Percentage of Class of 2013 who took at least one AP e	26% or more: 30 11-25%: 21	28%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	D
% Advanced Grade 4 Math NAEP 2015	7%	3%
% Advanced Grade 8 Math NAEP 2015	8%	3%
% Advanced Grade 4 Reading NAEP 2015	8%	4%
% Advanced Grade 8 Reading NAEP 2015	3%	1%
% HS students scoring 3+ on 1+ AP exam 2013	20%	12%



### **NEW MEXICO**

GRADE FOR CLOSING	ALL STATES		NEW M	EXICO
EXCELLENCE GAPS	A: 0 B: 0 C:	19 D: 31 F: 1	C	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	l1 D: 27 F: 12	D	-
At least half of state K-12 accountability rating based on growth for all students		s: 4 : 47	No	)
State mandates and/or funds universal screening	Encour	red: 7 raged: 2 : 42	No	1
State provides funding for SAT / ACT / AP test-taking		: 31 : 20	No	)
State provides funding for dual enrollment	State/district LEA deter	strict: 10 t & student: 6 mined: 20 nt: 15	State/d	istrict
State requires gifted coursework as part of teacher / administrator training	Inservic	s: 5 e only: 4 : 42	No	1
State requires gifted coursework as part of school counselor training	Inservic	s: 4 e only: 1 : 46	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: Incom	12 D: 13 F: 10 plete: 1	B-	+
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.30-0	igher: 10 .59: 30 9: 11	0.6	8
Percent low-income K-12 students identified as gifted	Incor	nplete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C:	27 D: 21 F: 2	C	-
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	9%	1%
% Advanced G8 Math NAEP 2015	13%	2%	7%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	9%	2%
% Advanced G8 Reading NAEP 2015	6%	1%	2%	0%
% of students who were low-income	48	3%	689	%
% of 2013 AP exam takers who were low-income stude	nts 28	3%	469	%
% students scoring 3+ on 1+ AP exam in 2013 who we	re low-income 22	2%	399	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **NEW YORK**

Excellence Policies  A: 1 B: 10 C: 24 D: 15 F: 1  D-  State produces an annual report on G&T programs or monitors/audits local G&T programs or monitors/audits local G&T programs No: 22 No annual report on G&T programs No: 22 No no monitors/audits local G&T programs No: 22 No no no monitors/audits local G&T programs No: 22 No no no no measures of advanced learning and excellence Three: 6 Two: 15 No no neessures of advanced learning and excellence Three: 6 Two: 15 No no no neessures of advanced learning and excellence Three: 6 Two: 15 No no no neessures of advanced achievement Nes: 15 No no no no no need to no	ALL STATES		NEW YORK
State produces an annual report on G&T programs or monitors/audits local G&T programs  State mandates identification or services for identification only: 4 Neither: 14  State K-12 accountability system includes measures of advanced learning and excellence  Extra credit for advanced achievement  Four desired measures: 0 mone one: 2 None: 9  Extra credit for advanced achievement  Yes: 15 No  Include high achievers in growth model  Fex: 15 No  Other indicators (Number of gifted students, availability of PA Courses, etc.)  State policy allowing early entrance to Kindergarten  Permitted: 9 No policy: 12 Not permitted: 14 Not permitted: 16  State policy on acceleration  State policy on middle school / high school concurrent enrollment with credit received for high school  Mandatory  State policy on early college/dual enrollment  Mandatory  Public postsecondary institutions required to accept credits  Mandatory  Public postsecondary institutions required to accept credits  Next element early HS graduation  Excellence Participation Indicators  At 6 B: 14 C: 20 D: 11 F: 0  C  Excellence Participation Indicators  At 8 B: 14 C: 20 D: 11 F: 0  C  Excellence Participation Indicators  Advanced Grade 8 Math NAEP 2015  Advanced Grade 8 Reading NAEP 2015  No  Reither:  Reither: 14 No  None  Permitted: 15 No  Reither: 15 No  No  LEA determined: 14 No permitted: 10  No policy: 12 Not permitted: 13  No policy: 12 Not permitted: 10  No policy: 15 No permitted: 10  No policy: 15 No policy: 12 Not permitted: 10  No policy: 15 No policy: 15 Not permitted: 10  No policy: 15 No policy: 15 Not permitted: 10  No policy: 15 Not permitted:	EXCELLENCE GRADE	A; 0 / B; 14 / C; 32 / D; 5 / F; 0	(C-
or monitors/audits local G&T programs  State mandates identification or services for identified advanced learners  State K-12 accountability system includes measures of advanced learning and excellence Differe: 6	Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D-
Identified advanced learners   Identification only: 4   Neither   Identification only: 4   None   Identification only: 4   Identification only: 4   None   Identification only: 4   None   Identification only: 4   Identification only: 5   Identification only: 6   Identification only: 7   Identification only: 7   Identification only: 6   Identification only: 7   Identification only: 7   Identification only: 7   Identification only: 7   Identification only: 8   Identification only: 9   Identifi			No
measures of advanced learning and excellence One: 21 None: 9  Extra credit for advanced achievement Yes: 15 None: 9  Extra credit for advanced achievement Yes: 15 No Include high achievers in growth model Yes: 38 No  Separately report growth for high achievers Yes: 5 No Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16  State policy on acceleration Permitted: 15 No policy: 22 Not permitted: 0 No policy  State policy on middle school / high school concurrent encollment with credit received for high school  Mandatory Yes: 11 No Public postsecondary institutions required to accept credits Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 LEA determined: 21 Not permitted: 0 Not		Identification only: 4	Neither
Extra credit for advanced achievement Include high achievers in growth model Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 No permitted: 16 No policy: 22 Not permitted: 16 No policy: 22 Not permitted: 3  State policy on middle school / high school concurrent entrollment with credit received for high school  State policy on early college/dual enrollment  Mandatory Public postsecondary institutions required to accept credits Ves: 11 No Public postsecondary institutions required to accept credits Ves: 24 Unclear Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 C Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 2%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 38%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 B-  % Advanced Grade 4 Math NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015	measures of advanced learning and excellence	Three: 6 Two: 15 One: 21 None: 9	
Include high achievers in growth model Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 Not permitted: 16 No policy Permitted: 15 No policy: 22 Not permitted: 0 Not permitted: 0 Not permitted: 0 No policy State policy on middle school / high school concurrent enrollment with credit received for high school State policy on early college/dual enrollment  Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 C Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 2% Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 38%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 B-  % Advanced Grade 4 Math NAEP 2015 % Advanced Grade 4 Reading NAEP 2015 % Advanced Grade 4 Reading NAEP 2015 % Advanced Grade 8 Reading NAEP 2015			
Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 LEA determined: 14 Not permitted: 16 State policy on acceleration Permitted: 15 No policy: 22 Not permitted: 16 Not permitted: 17 Not permitted: 18 Not permitted: 18 Not permitted: 19 Not permitted: 21 Not permitted: 3 LEA determined: 21 Not permitted: 15 Not permitted: 16 No policy: 15 Not permitted: 16 No policy: 15 Not permitted: 16 No policy: 15 Not permitted: 16 Not permitted:	Include high achievers in growth model	Yes: 38	No
Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 14 Not permitted: 16 No policy: 12 LEA determined: 14 Not permitted: 16 No policy not acceleration Permitted: 17 No policy: 22 LEA determined: 14 Not permitted: 10 No policy not permitted: 10 No policy: 12 LEA determined: 14 Not permitted: 10 No policy: 12 LEA determined: 14 Not permitted: 10 No policy: 15 Not permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 10 No policy: 15 Not permitted: 10 No policy: 15 Not permitted: 21 Not permitted: 21 Not permitted: 21 Not permitted: 3 LEA determined: 21 Not permitted: 21			
State policy on acceleration  Permitted: 15 No policy: 22 LEA determined: 14 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Mandatory  Public postsecondary institutions required to accept credits  Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted  11% or more: 8 3-10%: 30 0-2%: 13  2%  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30  11-25%: 21  38%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  B-  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  8%  Advanced Grade 8 Reading NAEP 2015  An opolicy: 12 LEA determined: 14 Not permitted: 0  No policy: 22 LEA determined: 21  Not permitted: 12 Not permitted: 0  No policy: 12 LEA determined: 21  Not permitted: 0  Not permitted: 0  LEA determined  14 Not permitted: 0  Not permitted: 12 Not permitted: 21  Not permitted: 12 Not permitted: 12 Not permitted: 12 Not permit	Other indicators (Number of gifted students,		
State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators Percentage of K-12 students identified as gifted Percentage of Class of 2013 who took at least one AP exam  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  B-  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  % Advanced Grade 8 Reading NAEP 2015  No policy Permitted: 12 LEA determined: 21 Not permitted: 3  LEA determined  LEA determined  No  LEA determined  Yes: 48  LEA determined  No  No  Discipation in discipation in No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30  11-25%: 21  38%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  B-  % Advanced Grade 8 Math NAEP 2015  % Advanced Grade 8 Reading NAEP 2015  8%  9%  % Advanced Grade 8 Reading NAEP 2015  3%  4%	State policy allowing early entrance to Kindergarten		LEA determined
Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13  Percentage of Class of 2013 who took at least one AP exam  **Recellence Outcomes**  A: 4 B: 14 C: 26 D: 6 F: 1  **Recellence Outcomes**  A: 4 B: 14 C: 26 D: 6 F: 1  **Recellence Outcomes**  A: 4 B: 14 C: 26 D: 6 F: 1  Advanced Grade 4 Math NAEP 2015  Advanced Grade 4 Reading NAEP 2015  Avairus Advanced Grade 8 Reading NAEP 2015	State policy on acceleration		No policy
Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  Percentage of K-12 students identified as gifted A common more: 8 3-10%: 30 0-2%: 13  Percentage of Class of 2013 who took at least one AP exam Advanced Grade 4 Math NAEP 2015  A dvanced Grade 4 Math NAEP 2015  Advanced Grade 4 Reading NAEP 2015  Advanced Grade 8 Reading NAEP 2015	enrollment with credit received for high school	No policy: 15 Not permitted: 3	LEA determined
Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  Percentage of K-12 students identified as gifted A common more: 8 3-10%: 30 0-2%: 13  Percentage of Class of 2013 who took at least one AP exam Advanced Grade 4 Math NAEP 2015  A dvanced Grade 4 Math NAEP 2015  Advanced Grade 4 Reading NAEP 2015  Advanced Grade 8 Reading NAEP 2015	State policy on early college/dual enrollment	Yes: 48	LEA determined
Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Yes: 6  No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30 11-25%: 21  B-  % Advanced Grade 4 Math NAEP 2015 7% 5%  % Advanced Grade 8 Math NAEP 2015 8% 7%  % Advanced Grade 4 Reading NAEP 2015 8%  % Advanced Grade 8 Reading NAEP 2015	Mandatoni	Vac. 11	No
Incentive program for early HS graduation  Fixeellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Second Participation Indicators  A: 4 B: 14 C: 26 D: 6 F: 1  B-  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  % Advanced Grade 8 Reading NAEP 2015  8%  9%  % Advanced Grade 8 Reading NAEP 2015  3%  4%			
Percentage of K-12 students identified as gifted       11% or more: 8       3-10%: 30       0-2%: 13       2%         Percentage of Class of 2013 who took at least one AP exam       26% or more: 30 11-25%: 21       38%         Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       B-         % Advanced Grade 4 Math NAEP 2015       7%       5%         % Advanced Grade 8 Math NAEP 2015       8%       7%         % Advanced Grade 4 Reading NAEP 2015       8%       9%         % Advanced Grade 8 Reading NAEP 2015       3%       4%			
Percentage of Class of 2013 who took at least one AP exam       26% or more: 30 11-25%: 21       38%         Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       B-         % Advanced Grade 4 Math NAEP 2015       7%       5%         % Advanced Grade 8 Math NAEP 2015       8%       7%         % Advanced Grade 4 Reading NAEP 2015       8%       9%         % Advanced Grade 8 Reading NAEP 2015       3%       4%	Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
11-25%: 21         Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       B-         % Advanced Grade 4 Math NAEP 2015       7%       5%         % Advanced Grade 8 Math NAEP 2015       8%       7%         % Advanced Grade 4 Reading NAEP 2015       8%       9%         % Advanced Grade 8 Reading NAEP 2015       3%       4%	Percentage of K-12 students identified as gifted 1	1% or more: 8 3-10%: 30 0-2%: 13	2%
% Advanced Grade 4 Math NAEP 2015       7%       5%         % Advanced Grade 8 Math NAEP 2015       8%       7%         % Advanced Grade 4 Reading NAEP 2015       8%       9%         % Advanced Grade 8 Reading NAEP 2015       3%       4%	Percentage of Class of 2013 who took at least one AP e		38%
% Advanced Grade 8 Math NAEP 2015       8%       7%         % Advanced Grade 4 Reading NAEP 2015       8%       9%         % Advanced Grade 8 Reading NAEP 2015       3%       4%	Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	B-
% Advanced Grade 4 Reading NAEP 2015 8% 9% Advanced Grade 8 Reading NAEP 2015 3% 4%	% Advanced Grade 4 Math NAEP 2015	7%	5%
% Advanced Grade 8 Reading NAEP 2015 3% 4%	% Advanced Grade 8 Math NAEP 2015	8%	7%
<u> </u>	% Advanced Grade 4 Reading NAEP 2015	8%	9%
% HS students scoring 3+ on 1+ AP exam 2013 20% <b>25</b> %	% Advanced Grade 8 Reading NAEP 2015	3%	4%
	% HS students scoring 3+ on 1+ AP exam 2013	20%	25%



### **NEW YORK**

GRADE FOR CLOSING	ALL STATES		NEW Y	ORK .
EXCELLENCE GAPS	A: 0 B: 0 C: 1	.9 D: 31 F: 1	G	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D-	<b>+</b>
At least half of state K-12 accountability rating based on growth for all students	Yes. No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	Requi	ired
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	)
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	Stud	ent
State requires gifted coursework as part of teacher / administrator training	Yes Inservice No:	only: 4	Ye	s
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		В	_
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.5	3
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	9%	2%
% Advanced G8 Math NAEP 2015	13%	2%	11%	4%
% Advanced G4 Reading NAEP 2015	15%	3%	15%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	6%	1%
% of students who were low-income	48%		489	%
% of 2013 AP exam takers who were low-income student	udents 28%		26%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	e low-income 22°	%	209	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



### **NORTH CAROLINA**

	NORTH CAROLINA	
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	B
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	В
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	3 measures
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	Yes
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	Yes: 4
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	Permitted
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Not permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	A
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	11%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	31%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	B-
% Advanced Grade 4 Math NAEP 2015	7%	8%
% Advanced Grade 8 Math NAEP 2015	8%	9%
% Advanced Grade 4 Reading NAEP 2015	8%	9%
% Advanced Grade 8 Reading NAEP 2015	3%	3%
% HS students scoring 3+ on 1+ AP exam 2013	20%	19%



### **NORTH CAROLINA**

GRADE FOR CLOSING	ALL STATES		NORTH CA	AROLINA
EXCELLENCE GAPS	A; 0 B; 0 C; 1	.9 D; 31 F: 1	þ	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	C	_
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	Encour	aged
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Yes (free free IB/AP i	
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	State/d	istrict
State requires gifted coursework as part of teacher / administrator training	Yes Inservice No:	only: 4	No	)
State requires gifted coursework as part of school counselor training	Yes Inservice No:	only: 1	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	.2 D: 13 F: 10 lete: 1	D	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.3	3
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	D	-
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	16%	3%
% Advanced G8 Math NAEP 2015	13%	2%	18%	3%
% Advanced G4 Reading NAEP 2015	15%	3%	18%	4%
% Advanced G8 Reading NAEP 2015	6%	1%	7%	1%
% of students who were low-income	48	%	509	%
% of 2013 AP exam takers who were low-income studen	tudents 28%		179	%
% students scoring 3+ on 1+ AP exam in 2013 who wer	re low-income 22	%	129	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **NORTH DAKOTA**

	ALL STATES	NORTH DAKOTA
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	D
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	None
	Yes: 15	
	Yes: 38	
	Yes: 5	
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Not permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Vac. 11	Voluntary
Public postsecondary institutions required to accept c		
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	D
Percentage of K-12 students identified as gifted 11%	% or more: 8 3-10%: 30 0-2%: 13	3%
Percentage of Class of 2013 who took at least one AP exa	m 26% or more: 30 11-25%: 21	15%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C-
% Advanced Grade 4 Math NAEP 2015	7%	8%
% Advanced Grade 8 Math NAEP 2015	8%	7%
% Advanced Grade 4 Reading NAEP 2015	8%	7%
% Advanced Grade 8 Reading NAEP 2015		90/
	3%	2%



### **NORTH DAKOTA**

GRADE FOR CLOSING	ALL STATES		NORTH [	AKOTA
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D: 31 F: 1	D	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11	l D: 27 F: 12	D	-
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)
State mandates and/or funds universal screening	Require Encoura No:	ged: 2	No	ı
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye (free /	
State provides funding for dual enrollment	State/dist State/district & LEA determ Studen	& student: 6 nined: 20	Stud	ent
State requires gifted coursework as part of teacher / administrator training	Yes: Inservice No:	only: 4	No	ı
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	No	1
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		F	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hig 0.30-0.5 0-0.29	59: 30	0.1	6
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	11%	3%
% Advanced G8 Math NAEP 2015	13%	2%	10%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	9%	4%
% Advanced G8 Reading NAEP 2015	6%	1%	<b>2</b> %	1%
% of students who were low-income	48%		329	%
% of 2013 AP exam takers who were low-income studen	udents 28%		28% <b>5%</b>	
% students scoring 3+ on 1+ AP exam in 2013 who wer	re low-income 225	%	4%	, 5

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# OHIO

	ALL STATES	OHIO
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	C+
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	B+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Identification only
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	3 measures
	Yes: 15	Yes
Include high achievers in growth model	Yes: 38	Voc
	Yes: 5	
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	Permitted (all districts must have a policy)
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes. 11	Mandatory
Public postsecondary institutions required to accept		
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
Percentage of K-12 students identified as gifted $\qquad 1$	% or more: 8 3-10%: 30 0-2%: 13	4%
Percentage of Class of 2013 who took at least one AP e	26% or more: 30 11-25%: 21	23%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C+
% Advanced Grade 4 Math NAEP 2015	7%	8%
% Advanced Grade 8 Math NAEP 2015	8%	9%
% Advanced Grade 4 Reading NAEP 2015	8%	8%
% Advanced Grade 8 Reading NAEP 2015	3%	4%
% HS students scoring 3+ on 1+ AP exam 2013	20%	15%



### OHIO

GRADE FOR CLOSING	ALL STATES		ОН	0
EXCELLENCE GAPS	A; 0 B; 0 C; 1	19 D: 31 F: 1		
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12		C	
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	aged: 2	Requi	red
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Yes (reimbur costs for Al	
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	State/d	strict
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	1
State requires gifted coursework as part of school counselor training	Yes Inservice No:	only: 1	No	l
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	12 D: 13 F: 10 blete: 1	F	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.2	6
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	D	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	14%	2%
% Advanced G8 Math NAEP 2015	13%	2%	14%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	13%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	7%	1%
% of students who were low-income	48%		439	%
% of 2013 AP exam takers who were low-income studen	tudents 28%		11%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	e low-income 22	%	7%	ò

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



### **OKLAHOMA**

Excellence Policies  A: 1 B: 10 C; 24 D: 15 F: 1  C  State produces an annual report on G&T programs or monitors/audits local G&T programs  No: 22  State mondates identification or services for identified advanced learners  Identified advanced learners  State K-12 accountability system includes  Four desirted measures: 0  Three: 6 Two: 15  None: 9  Extra credit for advanced achievement  Include high achievers in growth model  Extra credit for advanced achievement  Include high achievers in growth model  Separately report growth for high achievers  Ves: 15  No  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  Permitted: 9  No policy: 12  Kate policy on middle school / high school concurrent  Permitted: 15  No permitted: 16  State policy on middle school / high school concurrent  Permitted: 15  No policy: 21  Kot permitted: 14  No policy: 22  Not permitted: 14  No policy: 21  LEA determined: 14  No policy: 22  Not permitted: 15  State policy on middle school / high school concurrent  Permitted: 15  No policy: 21  LEA determined: 14  No policy: 21  LEA determined: 14  No policy: 22  Not permitted: 15  No permitted: 15  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Public postsecondary institutions required to accept credits  Yes: 24  Yes  Incentive program for early IN graduation  Fercentage of K-12 students identified as gifted 11% or more: 8  3-10%: 30  -2%: 13  14%  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30  11-25%: 21   Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  D+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015	ALL STATES		OKLAHOMA
State produces an annual report on G&T programs or monitors/audits local G&T programs No: 22  State mandates identification or services for identification only: 4 No State K-12 accountability system includes Four desired measures: 0 measures of advanced learning and excellence Three: 6 Two: 15 One: 21 None: 9  Extra credit for advanced achievement Yes: 15 No Include high achievers in growth model Yes: 38 No Separately report growth for high achievers Yes: 5 No Other indicators (Number of gifted students, availability of AP courses, etc.)  State policy allowing early entrance to Kindergarten Primitted: 9 No policy: 12 No policy: 15 State policy on acceleration Permitted: 15 No policy: 12 No policy: 15 State policy on early college/dual enrollment Wes: 48 Yes State policy on early college/dual enrollment Yes: 48 Yes Mandatory Mandatory Mandatory Medicate policy on early college/dual enrollment Yes: 48 Medicate policy on early college/dual enrollment Yes: 48 Nepermitted: 3  LEA determined: 14 Not permitted: 10 Not permitted: 12 No policy: 15 No policy:	EXCELLENCE GRADE	A; 0 / B; 14 / C; 32 / D; 5 / F; 0	C+
State mandates identification or services for identified advanced learners identified advanced learners identified advanced learners identified advanced learning and excellence inches in growth includes measures of advanced learning and excellence inches in growth model include high achievers in growth for high achievers in growth model include high achievers in growth for high achievers i	Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C
Identification only: 4 Neither: 14  State K-12 accountability system includes measures of advanced learning and excellence  Extra credit for advanced achievement  Yes: 15 No Include high achievers in growth model  Separately report growth for high achievers  Yes: 3 No Other indicators (Number of gitted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  Permitted: 9 No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0 LEA determined: 14 No policy: 25 No permitted: 0 LEA determined: 14 No policy: 25 Not permitted: 0 LEA determined: 14 No policy: 25 Not permitted: 0 LEA determined: 14 No policy: 25 Not permitted: 0 LEA determined: 14 No policy: 25 Not permitted: 3 LEA determined: 14 No policy: 25 Not permitted: 3 LEA determined: 14 No policy: 25 Not permitted: 3 LEA determined: 14 No policy: 25 Not permitted: 3 LEA determined: 14 No policy: 15 Not permitted: 3 LEA determined: 14 No policy: 15 Not permitted: 3 LEA determined: 14 No policy: 15 Not permitted: 3 LEA determined: 14 No policy: 15 Not permitted: 3 LEA determined: 14 No policy: 15 Not permitted: 3 LEA determined: 14 No policy: 15 Not permitted: 3 LEA determined: 14 No policy: 15 Not permitted: 3 LEA determined: 14 No policy: 15 Not permitted: 3 LEA determined: 14 No policy: 15 Not permitted: 3 LEA determined: 14 Not permitted: 3 LEA determined: 14 Not permitted: 15 Not permitted: 10 LEA determined: 14 Not permitted: 10 Not permitted:	State produces an annual report on G&T programs or monitors/audits local G&T programs		Yes
measures of advanced learning and excellence  Three: 6 No: 15 None: 9  Extra credit for advanced achievement Yes: 15 No Include high achievers in growth model Yes: 38 No Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  Yes: 11 None  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16  State policy on acceleration Permitted: 15 No policy: 22 Not permitted: 16  State policy on middle school / high school concurrent No policy: 22 Not permitted: 3  State policy on middle school / high school concurrent Permitted: 12 No policy: 15 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 Yes  Mandatory Public postsecondary institutions required to accept credits Yes: 24 Yes Incentive program for early HS graduation Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  B+  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 14% Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  D+  % Advanced Grade 4 Math NAEP 2015 % Advanced Grade 4 Reading NAEP 2015 % Advanced Grade 8 Reading NAEP 2015	State mandates identification or services for identified advanced learners	Identification only: 4	Both
Include high achievers in growth model Yes: 38 No Separately report growth for high achievers Yes: 5 No Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Nopolicy: 12 Not permitted: 16 Not permitted State policy on acceleration Permitted: 15 No policy: 22 Not permitted: 16 LEA determined: 14 No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent Permitted: 15 Not permitted: 0  State policy on early college/dual enrollment Yes: 48 Yes Mandatory Public postsecondary institutions required to accept credits Yes: 24 Yes Incentive program for early HS graduation Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  B+ Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  D+ % Advanced Grade 4 Math NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 3%  8 Advanced Grade 8 Reading NAEP 2015 3%  8 Advanced Grade 8 Reading NAEP 2015 3%	State K-12 accountability system includes measures of advanced learning and excellence	Three: 6 Two: 15	None
Include high achievers in growth model  Separately report growth for high achievers  Ves: 5  No  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  Permitted: 9 No policy: 12 Not permitted: 16 Not permitted: 16 State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 0 Not permitted: 0 LEA determined: 14 Not permitted: 0 LEA determined: 12 No policy: 22 Not permitted: 3 LEA determined: 21 Not permitted: 3 LEA determined  Perceit ach determined: 21 Not permitted: 3 LEA determined: 14 Not permitted: 16 Not permitted: 17 Not permitted: 16 Not permitted: 10 No	Extra credit for advanced achievement	Yes: 15	No
Separately report growth for high achievers  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  Permitted: 9 No policy: 12 Not permitted: 16 Not permitted: 10 Not permitted: 0 Not permitted: 3 Not permitted: 10 Not permitted:	Include high achievers in growth model	Voc. 20	No
availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 Not permitted  State policy on acceleration Permitted: 15 No policy: 22 No policy: 22 No policy: 15 No permitted: 3  LEA determined: 21 Not permitted: 3  LEA determined: 21 Not permitted: 3  LEA determined  State policy on early college/dual enrollment Yes: 48 Yes  Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 B+ Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 14% Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 22%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 D+  % Advanced Grade 4 Math NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 3% Advanced Grade 8 Reading NAEP 2015 3% Advanced Grade 8 Reading NAEP 2015 3%	Senarately report growth for high achievers	Yes- 5	
No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 14 Not permitted: 0  LEA determined: 14 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Public postsecondary institutions required to accept credits  Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B+  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 14%  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30 11-25%: 21  22%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  D+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  8%  Advanced Grade 8 Reading NAEP 2015  8%  Advanced Grade 8 Reading NAEP 2015  3%		Yes: 11	None
No policy: 22 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school	State policy allowing early entrance to Kindergarten		Not permitted
enrollment with credit received for high school  No policy: 15 Not permitted: 3  LEA determined  Yes: 48  Yes  Mandatory  Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B+  Percentage of K-12 students identified as gifted  11% or more: 8 3-10%: 30 0-2%: 13  14%  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30  11-25%: 21  22%  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  D+  % Advanced Grade 4 Math NAEP 2015  8%  Advanced Grade 4 Reading NAEP 2015  8%  6%  % Advanced Grade 8 Reading NAEP 2015  3%  2%	State policy on acceleration		LEA determined
Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  B+ Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 14%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  D+ % Advanced Grade 4 Math NAEP 2015 7% 5% % Advanced Grade 8 Math NAEP 2015 8% Advanced Grade 4 Reading NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 3% 2%	State policy on middle school / high school concurrent enrollment with credit received for high school		LEA determined
Mandatory Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  B+ Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 14%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  D+ % Advanced Grade 4 Math NAEP 2015 7% 5% % Advanced Grade 8 Math NAEP 2015 8% Advanced Grade 4 Reading NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 3% 2%	State policy on early college/dual enrollment	Yes: 48	Yes
Public postsecondary institutions required to accept credits Incentive program for early HS graduation  Yes: 6  No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B+  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 14%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  D+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  8% 3%  % Advanced Grade 4 Reading NAEP 2015  8% 6%  % Advanced Grade 8 Reading NAEP 2015  3% 2%	Mandatory	Yes: 11	Mandatory
Incentive program for early HS graduation  Yes: 6  No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  B+  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 14%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  D+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  8%  4 Advanced Grade 8 Reading NAEP 2015  8%  6%  Advanced Grade 8 Reading NAEP 2015  8%  6%	Public postsecondary institutions required to accept	credits Yes: 24	
Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 14%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 22%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 D+  % Advanced Grade 4 Math NAEP 2015 7% 5%  % Advanced Grade 8 Math NAEP 2015 8% 3%  % Advanced Grade 4 Reading NAEP 2015 8%  % Advanced Grade 8 Reading NAEP 2015 3%  % Advanced Grade 8 Reading NAEP 2015 3%  22%			No
Percentage of Class of 2013 who took at least one AP exam       26% or more: 30 11-25%: 21       22%         Excellence Outcomes       A: 4 B: 14 C: 26 D: 6 F: 1       D+         % Advanced Grade 4 Math NAEP 2015       7%       5%         % Advanced Grade 8 Math NAEP 2015       8%       3%         % Advanced Grade 4 Reading NAEP 2015       8%       6%         % Advanced Grade 8 Reading NAEP 2015       3%       2%	Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	B+
### Til-25%: 21    Excellence Outcomes	Percentage of K-12 students identified as gifted 11	% or more: 8 3-10%: 30 0-2%: 13	14%
% Advanced Grade 4 Math NAEP 2015       7%       5%         % Advanced Grade 8 Math NAEP 2015       8%       3%         % Advanced Grade 4 Reading NAEP 2015       8%       6%         % Advanced Grade 8 Reading NAEP 2015       3%       2%	Percentage of Class of 2013 who took at least one AP ex		22%
% Advanced Grade 8 Math NAEP 2015 8% 3%  % Advanced Grade 4 Reading NAEP 2015 8% 6%  % Advanced Grade 8 Reading NAEP 2015 3% 2%	Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	D+
% Advanced Grade 4 Reading NAEP 2015 8% <b>6%</b> % Advanced Grade 8 Reading NAEP 2015 3% <b>2%</b>	% Advanced Grade 4 Math NAEP 2015	7%	5%
% Advanced Grade 8 Reading NAEP 2015 3% <b>2</b> %	% Advanced Grade 8 Math NAEP 2015	8%	3%
-	% Advanced Grade 4 Reading NAEP 2015	8%	6%
% HS students scoring 3+ on 1+ AP exam 2013 20% 11%	% Advanced Grade 8 Reading NAEP 2015	3%	2%
	% HS students scoring 3+ on 1+ AP exam 2013	20%	11%



### **OKLAHOMA**

GRADE FOR CLOSING	ALL STATES		OKLAH	IOMA
EXCELLENCE GAPS	A: 0 B: 0 C: 1	.9 D: 31 F: 1	C	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	C	
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	No	)
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Yes (reimbur costs for Al	
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	Stud	ent
State requires gifted coursework as part of teacher / administrator training	Yes Inservice No:	only: 4	Ye	s
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	Ye	s
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	.2 D: 13 F: 10 lete: 1	C	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.4	5
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	C	-
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	10%	2%
% Advanced G8 Math NAEP 2015	13%	2%	5%	1%
% Advanced G4 Reading NAEP 2015	15%	3%	10%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	3%	1%
% of students who were low-income	48	%	619	%
% of 2013 AP exam takers who were low-income studer	its 28	%	279	%
% students scoring 3+ on 1+ AP exam in 2013 who we	re low-income 22°	%	219	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **OREGON**

	ALL STATES	
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	C+
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	2 measures
Extra credit for advanced achievement	Yes: 15	No
	Yes: 38	Yes
	Yes: 5	Yes
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	No policy
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Not specified
Public postsecondary institutions required to accept	credits Yes: 24	No
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C+
Percentage of K-12 students identified as gifted 1	% or more: 8 3-10%: 30 0-2%: 13	7%
Percentage of Class of 2013 who took at least one AP e.	26% or more: 30 11-25%: 21	24%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C
% Advanced Grade 4 Math NAEP 2015	7%	6%
% Advanced Grade 8 Math NAEP 2015	8%	7%
% Advanced Grade 4 Reading NAEP 2015	8%	8%
% Advanced Grade 8 Reading NAEP 2015	3%	4%
% HS students scoring 3+ on 1+ AP exam 2013	20%	15%



# **OREGON**

GRADE FOR CLOSING	ALL STATES		OREG	GON
EXCELLENCE GAPS	A; 0 B; 0 C; 1	.9 D; 31 F: 1	C	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12		D-	+
At least half of state K-12 accountability rating based on growth for all students	Yes No:		Ye	s
State mandates and/or funds universal screening	Requir Encoura No:	aged: 2	Encour	aged
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	)
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	LEA dete	rmined
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	)
State requires gifted coursework as part of school counselor training	Yes Inservice No:	only: 1	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	.2 D: 13 F: 10 llete: 1	C	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.4	3
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	C	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	10%	3%
% Advanced G8 Math NAEP 2015	13%	2%	13%	3%
% Advanced G4 Reading NAEP 2015	15%	3%	15%	4%
% Advanced G8 Reading NAEP 2015	6%	1%	6%	2%
% of students who were low-income	48%		519	
% of 2013 AP exam takers who were low-income studen	tudents 28%		22%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	re low-income 22	%	189	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **PENNSYLVANIA**

Excellence Policies  A: 1 B: 10 C: 24 D: 15 F: 1  B-  State produces an annual report on G&T programs or monitors/audits local G&T programs or monitors/audits local G&T programs No.: 22  State mandates identification or services for identified advanced learners  Identification only: 4 Neither: 14  State K-12 accountability system includes measures: 0  Three: 6 Two: 15  Three: 6 Two: 15  Three: 6 Two: 15  Extra credit for advanced achievement Yes: 15  Extra credit for advanced achievement Yes: 15  Separately report growth for high achievers in growth model Yes: 38  Separately report growth for high achievers  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 14  No policy: 22 Not permitted: 15  State policy on acceleration  Permitted: 12 LEA determined: 14  No policy: 22 Not permitted: 3  State policy on middle school / high school concurrent enrollment with credit received for high school oncourrent enrollment with credit received for high school No policy: 15  State policy on early college/dual enrollment  Mandatory  Public postsecondary institutions required to accept credits  Mandatory  Yes: 11  Voluntary  Public postsecondary institutions required to accept credits  No policy: 25  Excellence Participation Indicators  A: 4 B: 14 C: 20 D: 11 F: 0  C  Excellence Participation Indicators  A: 4 B: 14 C: 26 D: 6 F: 1  B+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  % Advanced Gr		ALL STATES	PENNSYLVANIA
State produces an annual report on G&T programs or monitors/audits local G&T programs  No: 22  State mandates identification or services for identification only: 4 Norther: 14  State K-12 accountability system includes measures of advanced learning and excellence  Three: 6 Two: 15 One: 21 None: 9  Extra credit for advanced achievement  Yes: 15  Separately report growth model  Separately report growth for high achievers  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy on acceleration  State policy on middle school / high school concurrent No policy: 12  State policy on middle school / high school concurrent Permitted: 9 No policy: 12  No policy: 12  State policy on widdle school / high school concurrent No policy: 12  State policy on acceleration  Permitted: 12 No policy: 15 No policy: 12 No policy: 15	EXCELLENCE GRADE	A; 0 B; 14 C; 32 D; 5 F; 0	<b>B</b>
or monitors/audits local G&T programs  State mandates identification or services for identified advanced learners  State K-12 accountability system includes measures of advanced learning and excellence  Three: 6 two: 15 two: 15 two: 2 measures  One: 21 None: 9  Extra credit for advanced achievement  Four desired measures: 0 three: 6 two: 15 two: 15 two: 9  Extra credit for advanced achievement  Yes: 15 Yes  Include high achievers in growth model  Yes: 38 Yes: 9  Separately report growth for high achievers  Yes: 11 None  Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten  Permitted: 9 No policy: 12 LEA determined: 14 Not permitted: 16  State policy on middle school / high school concurrent  No policy: 12 LEA determined: 14 Not permitted: 0 LEA determined  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Mandatory  Yes: 11 Voluntary  Public postsecondary institutions required to accept credits  Yes: 24 No  Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted  Incentive program for early HS graduation  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  B+  Advanced Grade 4 Math NAEP 2015  Advanced Grade 4 Reading NAEP 2015  Advanced Grade 8 Reading NAEP 2015	Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	B-
Identification only: 4   Neither: 14   State K-12 accountability system includes measures of advanced learning and excellence   Three: 6   Wive: 15   Ves			Yes
measures of advanced learning and excellence    Three: 6   Two: 15   None: 9   None: 9		Identification only: 4	Both
Extra credit for advanced achievement   Yes: 15	measures of advanced learning and excellence	Three: 6 Two: 15 One: 21 None: 9	
Include high achievers in growth model Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 No permitted: 16 No policy: 22 No policy: 22 No policy: 25 No policy: 25 No permitted: 16 LEA determined: 14 Not permitted: 16 LEA determined: 14 Not permitted: 16 LEA determined: 14 Not permitted: 21 LEA determined: 21 LEA determined: 21 Not permitted: 21 Not permitted: 21 Not permitted: 31 Not permitted: 32 Not permitted: 32 Not permitted: 33 LEA determined: 34 Not permitted: 34 Not permitted: 35 Not permitted: 36 Not permitted: 36 Not permitted: 37 Not permitted: 3			
Separately report growth for high achievers Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 LEA determined: 14 Not permitted: 16 LEA determined: 14 Not permitted: 16 State policy on middle school / high school concurrent Permitted: 12 No policy: 22 Not permitted: 3 State policy on middle school / high school concurrent enrollment with credit received for high school No policy: 15 No policy: 15 Not permitted: 3  State policy on early college/dual enrollment Yes: 48 Yes Mandatory Yes: 11 Voluntary Public postsecondary institutions required to accept credits Yes: 24 No Incentive program for early HS graduation Yes: 6 No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0 C Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 4% Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 24%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 B+  % Advanced Grade 4 Math NAEP 2015 7% 10% Advanced Grade 4 Reading NAEP 2015 8% 11% % Advanced Grade 8 Reading NAEP 2015 8% 11% % Advanced Grade 8 Reading NAEP 2015 8% 11%			
Other indicators (Number of gifted students, availability of AP courses, etc.  State policy allowing early entrance to Kindergarten Permitted: 9 No policy: 12 Not permitted: 16 LEA determined: 14 Not permitted: 0 LEA determined: 21 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 21 Not permitted: 21 Not permitted: 3 LEA determined: 21 No policy: 15 Not permitted: 3 LEA determined: 21 Not permitted: 3 LEA determined: 21 Not permitted: 21 Not permitted: 21 Not permitted: 3 LEA determined: 21 Not permitted: 22 Not permitted: 21 Not permitted: 22 Not p			
No policy: 12 Not permitted: 16  State policy on acceleration  Permitted: 15 No policy: 22 Not permitted: 14 Not permitted: 0  State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Yes  Mandatory  Public postsecondary institutions required to accept credits  Yes: 24  No policy: 15  Not permitted: 21 Not permitted: 3  LEA determined  LEA d	Other indicators (Number of gifted students,		
State policy on middle school / high school concurrent enrollment with credit received for high school  State policy on early college/dual enrollment  Yes: 48  Mandatory  Public postsecondary institutions required to accept credits  Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  CPercentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 4%  Percentage of Class of 2013 who took at least one AP exam  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  B+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  % Advanced Grade 8 Reading NAEP 2015	State policy allowing early entrance to Kindergarten		LEA determined
Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  Excellence Participation Indicators  A: 6 B: 14 C: 26 D: 6 F: 1  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  Advanced Grade 4 Math NAEP 2015  Advanced Grade 4 Reading NAEP 2015  Advanced Grade 4 Reading NAEP 2015  Ayes: 48  Yes: 48  Yes: 48  Yes: 11  Voluntary  Yes: 11  Voluntary  Yes: 24  No  B: 14 C: 20 D: 11 F: 0  C  C  C  C  C  C  C  C  C  C  C  C  C	State policy on acceleration		LEA determined
Mandatory Public postsecondary institutions required to accept credits Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 4%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 24%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 B+  % Advanced Grade 4 Math NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 8% Figure 1  Voluntary  No  No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 4%  4%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  24%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  B+  % Advanced Grade 8 Math NAEP 2015 8% 10%  % Advanced Grade 8 Reading NAEP 2015 8% 5%	enrollment with credit received for high school	No policy: 15 Not permitted: 3	LEA determined
Mandatory Public postsecondary institutions required to accept credits Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 4%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 24%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 B+  % Advanced Grade 4 Math NAEP 2015 8% Advanced Grade 8 Reading NAEP 2015 8% Figure 1  Voluntary  No  No  Excellence Participation Indicators A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 4%  4%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21  24%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1  B+  % Advanced Grade 8 Math NAEP 2015 8% 10%  % Advanced Grade 8 Reading NAEP 2015 8% 5%	State policy on early college/dual enrollment	Yes: 48	Yes
Public postsecondary institutions required to accept credits  Yes: 24  No  Incentive program for early HS graduation  Yes: 6  No  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  C  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30 11-25%: 21  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  B+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  % Advanced Grade 4 Reading NAEP 2015  % Advanced Grade 8 Reading NAEP 2015	Mandatoni	Vac. 11	Voluntary
Incentive program for early HS graduation  Excellence Participation Indicators  A: 6 B: 14 C: 20 D: 11 F: 0  Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13  Percentage of Class of 2013 who took at least one AP exam  26% or more: 30 11-25%: 21  Excellence Outcomes  A: 4 B: 14 C: 26 D: 6 F: 1  B+  % Advanced Grade 4 Math NAEP 2015  % Advanced Grade 8 Math NAEP 2015  8%  10%  % Advanced Grade 4 Reading NAEP 2015  8%  11%  % Advanced Grade 8 Reading NAEP 2015  3%  5%			No
Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13 4%  Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21 24%  Excellence Outcomes A: 4 B: 14 C: 26 D: 6 F: 1 B+  % Advanced Grade 4 Math NAEP 2015 7% 10%  % Advanced Grade 8 Math NAEP 2015 8% 10%  % Advanced Grade 4 Reading NAEP 2015 8% 11%  % Advanced Grade 8 Reading NAEP 2015 3% 5%			
Percentage of Class of 2013 who took at least one AP exam       26% or more: 30 11-25%: 21       24%         Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       B+         % Advanced Grade 4 Math NAEP 2015       7%       10%         % Advanced Grade 8 Math NAEP 2015       8%       10%         % Advanced Grade 4 Reading NAEP 2015       8%       11%         % Advanced Grade 8 Reading NAEP 2015       3%       5%	Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
111-25%: 21       24%         Excellence Outcomes       A: 4       B: 14       C: 26       D: 6       F: 1       B+         % Advanced Grade 4 Math NAEP 2015       7%       10%         % Advanced Grade 8 Math NAEP 2015       8%       10%         % Advanced Grade 4 Reading NAEP 2015       8%       11%         % Advanced Grade 8 Reading NAEP 2015       3%       5%	Percentage of K-12 students identified as gifted 1	1% or more: 8 3-10%: 30 0-2%: 13	4%
% Advanced Grade 4 Math NAEP 2015       7%       10%         % Advanced Grade 8 Math NAEP 2015       8%       10%         % Advanced Grade 4 Reading NAEP 2015       8%       11%         % Advanced Grade 8 Reading NAEP 2015       3%       5%	Percentage of Class of 2013 who took at least one AP e.		24%
% Advanced Grade 8 Math NAEP 2015       8%       10%         % Advanced Grade 4 Reading NAEP 2015       8%       11%         % Advanced Grade 8 Reading NAEP 2015       3%       5%	Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	B+
% Advanced Grade 4 Reading NAEP 2015 8% 11%   % Advanced Grade 8 Reading NAEP 2015 3% 5%	% Advanced Grade 4 Math NAEP 2015	7%	10%
% Advanced Grade 8 Reading NAEP 2015 3% 5%	% Advanced Grade 8 Math NAEP 2015	8%	10%
	% Advanced Grade 4 Reading NAEP 2015	8%	11%
% HS students scoring 3+ on 1+ AP exam 2013 20% <b>16</b> %	% Advanced Grade 8 Reading NAEP 2015	3%	5%
	% HS students scoring 3+ on 1+ AP exam 2013	20%	16%



### **PENNSYLVANIA**

GRADE FOR CLOSING	ALL STATES		PENNSY	LVANIA
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D: 31 F: 1	D	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12		F	
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	aged: 2	No	)
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	)
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	State/distric	t & student
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	)
State requires gifted coursework as part of school counselor training	Yes Inservice No:	only: 1	No	1
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	12 D: 13 F: 10 blete: 1	D	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.3	6
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	D	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	14%	3%
% Advanced G8 Math NAEP 2015	13%	2%	15%	3%
% Advanced G4 Reading NAEP 2015	15%	3%	17%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	7%	1%
% of students who were low-income	48	%	399	%
% of 2013 AP exam takers who were low-income studen	tudents 28%		149	%
% students scoring 3+ on 1+ AP exam in 2013 who wer	re low-income 22	%	8%	0

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



### **RHODE ISLAND**

ALL STATES		RHODE ISLAND
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	C
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	2 measures
Extra credit for advanced achievement	Yes: 15	Yes
	Yes: 38	Yes
• • • • • • • • • • • • • • • • • • • •	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	No policy
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	Permitted
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Not specified
Public postsecondary institutions required to accept	credits Yes: 24	Unclear
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
Percentage of K-12 students identified as gifted 1	% or more: 8 3-10%: 30 0-2%: 13	1%
Percentage of Class of 2013 who took at least one AP e.	26% or more: 30 11-25%: 21	26%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C+
% Advanced Grade 4 Math NAEP 2015	7%	6%
% Advanced Grade 8 Math NAEP 2015	8%	6%
% Advanced Grade 4 Reading NAEP 2015	8%	10%
% Advanced Grade 8 Reading NAEP 2015	3%	4%
% HS students scoring 3+ on 1+ AP exam 2013	20%	15%



#### **RHODE ISLAND**

GRADE FOR CLOSING	ALL ST	TATES	RHODE I	SLAND
EXCELLENCE GAPS	A: 0 B: 0 C: 1	.9 D: 31 F: 1	C	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D	-
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	No	1
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Ye (free SAT - public	
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	Stud	ent
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	)
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		B-	+
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0.4 0-0.29	59: 30	0.6	1
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	D	
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	9%	2%
% Advanced G8 Math NAEP 2015	13%	2%	11%	1%
% Advanced G4 Reading NAEP 2015	15%	3%	15%	4%
% Advanced G8 Reading NAEP 2015	6%	1%	6%	1%
% of students who were low-income	48%		439	%
% of 2013 AP exam takers who were low-income studen	idents 28%		26%	
% students scoring 3+ on 1+ AP exam in 2013 who were	no were low-income 22%		169	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **SOUTH CAROLINA**

	ALL STATES SOUTH CAROL	.INA
EXCELLENCE GRADE  A:	B: 14 / C: 32 / D: 5 / F: 0	
Excellence Policies A: 1	B: 10 C: 24 D: 15 F: 1	
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Both Neither: 14	
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 3 measures One: 21 None: 9	
	Yes: 15 Yes	
Include high achievers in growth model	Yes: 38 Yes	
	Yes: 5 No	
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11 Yes: 1	
8 1 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	nitted: 9 LEA determined: 14 Not permitted: 16 Not permitte	d
	itted: 15 LEA determined: 14 No policy 22 Not permitted: 0	
8	itted: 12 LEA determined: 21 Permitted Not permitted: 3	
State policy on early college/dual enrollment	Yes: 48 Yes	
Mandatory	Voc. 11 Voluntary	
Public postsecondary institutions required to accept credit		
Incentive program for early HS graduation	Yes: 6 No	
<b>Excellence Participation Indicators</b> A: 6	B: 14 C: 20 D: 11 F: 0	
Percentage of K-12 students identified as gifted 11% or	ore: 8 3-10%: 30 0-2%: 13 <b>12%</b>	
Percentage of Class of 2013 who took at least one AP exam	26% or more: 30 11-25%: 21	
Excellence Outcomes A:	B: 14 C: 26 D: 6 F: 1	
% Advanced Grade 4 Math NAEP 2015	7% <b>6%</b>	
% Advanced Grade 8 Math NAEP 2015	8% 5%	
% Advanced Grade 4 Reading NAEP 2015	8%	
% Advanced Grade 8 Reading NAEP 2015	3% 2%	
% HS students scoring 3+ on 1+ AP exam 2013	20% 18%	



### **SOUTH CAROLINA**

GRADE FOR CLOSING	ALL STATES		SOUTH C	AROLINA
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D: 31 F: 1	Ď-	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	C	-
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	Requ	ired
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Yes (free ACT pre-ACT [10th], fre	
State provides funding for dual enrollment	State/disi State/district LEA detern Studen	& student: 6 nined: 20	LEA dete	rmined
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	)
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	No	)
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		D	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0.9 0-0.29	59: 30	0.3	7
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	D-	+
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	11%	2%
% Advanced G8 Math NAEP 2015	13%	2%	10%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	16%	4%
% Advanced G8 Reading NAEP 2015	6%	1%	4%	1%
% of students who were low-income	48%		559	%
% of 2013 AP exam takers who were low-income student	s 28°	%	209	%
% students scoring 3+ on 1+ AP exam in 2013 who were	ho were low-income 22%		169	%

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



## **SOUTH DAKOTA**

	ALL STATES	SOUTH DAKOTA
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	Ď
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	F
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	None
	Yes: 15	
Include high achievers in growth model	Yes: 38	No
	Yes: 5	
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	No policy
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Not permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Voc. 11	Voluntary
	credits Yes: 24	
Incentive program for early HS graduation	Yes: 6	Yes
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	D
Percentage of K-12 students identified as gifted 11	% or more: 8 3-10%: 30 0-2%: 13	2%
Percentage of Class of 2013 who took at least one AP ex	am 26% or more: 30 11-25%: 21	20%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C-
% Advanced Grade 4 Math NAEP 2015	7%	4%
% Advanced Grade 8 Math NAEP 2015	8%	6%
% Advanced Grade 4 Reading NAEP 2015	8%	8%
% Advanced Grade 8 Reading NAEP 2015		
70 Maranood diado o Modaliig Milei 2010	3%	2%



### **SOUTH DAKOTA**

GRADE FOR CLOSING	ALL STATES		SOUTH C	AKOTA
EXCELLENCE GAPS	A; 0 B; 0 C; 19 D; 31 F; 1		D	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	F	
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	)
State mandates and/or funds universal screening	Requir Encoura No:	ged: 2	No	1
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		LEA dete	rmined
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	1
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		F	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.2	6
Percent low-income K-12 students identified as gifted	Incom	plete	Unavai	lable
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C-	<b>+</b>
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	7%	2%
% Advanced G8 Math NAEP 2015	13%	2%	8%	2%
% Advanced G4 Reading NAEP 2015	15%	3%	11%	3%
% Advanced G8 Reading NAEP 2015	6%	1%	3%	1%
% of students who were low-income	48°	%	379	%
% of 2013 AP exam takers who were low-income studen	ts 28°	%	10%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	o were low-income 22%		10%	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



## **TENNESSEE**

	TENNESSEE	
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	(//// <b>C</b> -/////
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	B-
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	LEA determined
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	D+
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	3%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	19%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C-
% Advanced Grade 4 Math NAEP 2015	7%	7%
% Advanced Grade 8 Math NAEP 2015	8%	6%
% Advanced Grade 4 Reading NAEP 2015	8%	8%
% Advanced Grade 8 Reading NAEP 2015	3%	3%
% HS students scoring 3+ on 1+ AP exam 2013	20%	10%



### **TENNESSEE**

GRADE FOR CLOSING	ALL STATES		TENNE	TENNESSEE	
EXCELLENCE GAPS	A; 0 B; 0 C; 19 D; 31 F; 1		9-		
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12		D-	H	
At least half of state K-12 accountability rating based on growth for all students	Yes: 4 No: 47		No	)	
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42		No	ı	
State provides funding for SAT / ACT / AP test-taking	Yes: No: 2		Yes (reimbur costs for Al		
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		State/d	istrict	
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	)	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	)	
Excellence Gap Participation Measures	A: 2 B: 13 C: 13 Incompl		C	-	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.4	3	
Percent low-income K-12 students identified as gifted	Incomp	olete	Unavai	lable	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	D		
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	12%	3%	
% Advanced G8 Math NAEP 2015	13%	2%	12%	2%	
% Advanced G4 Reading NAEP 2015	15%	3%	14%	3%	
% Advanced G8 Reading NAEP 2015	6%	1%	5%	1%	
% of students who were low-income	48%	6	559	%	
% of 2013 AP exam takers who were low-income studen	ts 28%	6	249	%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	re low-income 22%	6	159	%	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



## **TEXAS**

One: 21 None: 9	No
State produces an annual report on G&T programs or monitors/audits local G&T programs No: 22  State mandates identification or services for identified advanced learners Identification only: 4 Neither: 14  State K-12 accountability system includes measures of advanced learning and excellence Three: 6 Two: 15 One: 21 None: 9	No Both neasures No
State mandates identification or services for identified advanced learners  State K-12 accountability system includes measures of advanced learning and excellence  Three: 6 Two: 15 One: 21 None: 9	Both neasures No
identified advanced learners  Identification only: 4 Neither: 14  State K-12 accountability system includes  measures of advanced learning and excellence Three: 6 Two: 15 One: 21 None: 9	neasures No
measures of advanced learning and excellence Three: 6 Two: 15 2 m One: 21 None: 9	No
	No
Extra credit for advanced achievement  Yes: 15	
iliciade iligii acilieveis ili growtii iliodei 165: 58	
Separately report growth for high achievers  Other indicators (Number of gifted students)	No
	Yes: 1
State policy allowing early entrance to Kindergarten Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	ermitted
State policy on acceleration Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	ermitted
State policy on middle school / high school concurrent enrollment with credit received for high school  Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	determined
State policy on early college/dual enrollment Yes: 48	Yes
	oluntary
	Inclear
Incentive program for early HS graduation Yes: 6	No
<b>Excellence Participation Indicators</b> A: 6 B: 14 C: 20 D: 11 F: 0	B+
Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13	8%
Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21	36%
<b>Excellence Outcomes</b> A: 4 B: 14 C: 26 D: 6 F: 1	C+
% Advanced Grade 4 Math NAEP 2015 7%	8%
% Advanced Grade 8 Math NAEP 2015 8%	7%
% Advanced Grade 4 Reading NAEP 2015 8%	7%
% Advanced Grade 8 Reading NAEP 2015 3%	2%
% HS students scoring 3+ on 1+ AP exam 2013 20%	19%



#### **TEXAS**

GRADE FOR CLOSING	ALL STATES		TEXA	TEXAS	
EXCELLENCE GAPS	A: 0 B: 0 C: 1	.9 D: 31 F: 1	<b>C</b> -		
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D		
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No		
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	No		
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Yes (SAT/ subsidized for N		
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		LEA dete	rmined	
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No		
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No		
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		A		
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.9	9	
Percent low-income K-12 students identified as gifted	Incom	plete	38%	6	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	C.		
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	19%	2%	
% Advanced G8 Math NAEP 2015	13%	2%	13%	3%	
% Advanced G4 Reading NAEP 2015	15%	3%	14%	3%	
% Advanced G8 Reading NAEP 2015	6%	1%	5%	1%	
% of students who were low-income	48	%	<b>50</b> %	6	
% of 2013 AP exam takers who were low-income studer	ts 28'	%	50%		
% students scoring 3+ on 1+ AP exam in 2013 who we	were low-income 22%		44%		

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



## **UTAH**

	UTAH	
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	C+////
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C-
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Not permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Voluntary
Public postsecondary institutions required to accept	credits Yes: 24	Yes
Incentive program for early HS graduation	Yes: 6	Yes
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C+
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	4%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	36%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	В
% Advanced Grade 4 Math NAEP 2015	7%	7%
% Advanced Grade 8 Math NAEP 2015	8%	8%
% Advanced Grade 4 Reading NAEP 2015	8%	10%
% Advanced Grade 8 Reading NAEP 2015	3%	4%
% HS students scoring 3+ on 1+ AP exam 2013	20%	25%



### **UTAH**

GRADE FOR CLOSING	ALL STATES		UTA	UTAH	
EXCELLENCE GAPS	A; 0 B; 0 C; 1	.9 D: 31 F: 1			
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D		
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No		
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	No		
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Yes (free <i>l</i>		
State provides funding for dual enrollment	State/dis State/district LEA detern Studer	& student: 6 nined: 20	State/district	t & student	
State requires gifted coursework as part of teacher / administrator training	Yes: Inservice No:	only: 4	No		
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No		
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	.2 D: 13 F: 10 lete: 1	F		
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.2	6	
Percent low-income K-12 students identified as gifted	Incom	plete	20%	6	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	C		
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	10%	3%	
% Advanced G8 Math NAEP 2015	13%	2%	11%	3%	
% Advanced G4 Reading NAEP 2015	15%	3%	12%	5%	
% Advanced G8 Reading NAEP 2015	6%	1%	5%	1%	
% of students who were low-income	48	%	38%	6	
% of 2013 AP exam takers who were low-income studer	dents 28%		10%		
% students scoring 3+ on 1+ AP exam in 2013 who we	re low-income 22	%	9%	)	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



## **VERMONT**

	VERMONT	
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	C
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	D-
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	No
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	None
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	No
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Not permitted
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Mixed
Public postsecondary institutions required to accept	credits Yes: 24	Unclear
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C
Percentage of K-12 students identified as gifted 1.	% or more: 8 3-10%: 30 0-2%: 13	0%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	31%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	A-
% Advanced Grade 4 Math NAEP 2015	7%	9%
% Advanced Grade 8 Math NAEP 2015	8%	11%
% Advanced Grade 4 Reading NAEP 2015	8%	12%
% Advanced Grade 8 Reading NAEP 2015	3%	6%
% HS students scoring 3+ on 1+ AP exam 2013	20%	21%



### **VERMONT**

GRADE FOR CLOSING	ALL STATES		VERM	VERMONT	
EXCELLENCE GAPS	A: 0 B: 0 C: 19 D: 31 F: 1		D		
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12		F		
At least half of state K-12 accountability rating based on growth for all students	Yes: 4 No: 47		No	)	
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42		No	ı	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	1	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		State/distric	t & student	
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	ı	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	1	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incompl		F		
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.2	8	
Percent low-income K-12 students identified as gifted	Incomp	olete	Unavai	lable	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C		
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	13%	3%	
% Advanced G8 Math NAEP 2015	13%	2%	16%	5%	
% Advanced G4 Reading NAEP 2015	15%	3%	17%	6%	
% Advanced G8 Reading NAEP 2015	6%	1%	8%	2%	
% of students who were low-income	48%	6	379	%	
% of 2013 AP exam takers who were low-income student	ts 28%	6	109	%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	e low-income 22%	6	9%	5	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **VIRGINIA**

	ALL STATES	VIRGINIA
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	B
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
	Yes: 15	
Include high achievers in growth model	Yes: 38	No
	Yes: 5	
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	Yes: 2
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	LEA determined
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	No policy
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Vac. 11	Mandatory
Public postsecondary institutions required to accept		
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	A
Percentage of K-12 students identified as gifted 11	% or more: 8 3-10%: 30 0-2%: 13	12%
Percentage of Class of 2013 who took at least one AP ex	am 26% or more: 30 11-25%: 21	44%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	B+
% Advanced Grade 4 Math NAEP 2015	7%	10%
% Advanced Grade 8 Math NAEP 2015	8%	10%
% Advanced Grade 4 Reading NAEP 2015	8%	14%
% Advanced Grade 8 Reading NAEP 2015	3%	3%



### **VIRGINIA**

GRADE FOR CLOSING	ALL STATES		VIRGI	VIRGINIA	
EXCELLENCE GAPS	A; 0 B; 0 C; 1	.9 D: 31 F: 1			
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	F		
At least half of state K-12 accountability rating based on growth for all students	Yes No:		No		
State mandates and/or funds universal screening	Requir Encoura No:	iged: 2	No		
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No		
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		LEA dete	rmined	
State requires gifted coursework as part of teacher / administrator training	Yes Inservice No:	only: 4	No		
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No		
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp	.2 D: 13 F: 10 lete: 1	D		
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or hi 0.30-0. 0-0.29	59: 30	0.3	1	
Percent low-income K-12 students identified as gifted	Incom	plete	179	6	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	27 D: 21 F: 2	D		
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	16%	2%	
% Advanced G8 Math NAEP 2015	13%	2%	15%	2%	
% Advanced G4 Reading NAEP 2015	15%	3%	21%	3%	
% Advanced G8 Reading NAEP 2015	6%	1%	5%	1%	
% of students who were low-income	48		379		
% of 2013 AP exam takers who were low-income studer			119		
% students scoring 3+ on 1+ AP exam in 2013 who we	re low-income 22°	%	8%		

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



### **WASHINGTON**

	WASHINGTON	
EXCELLENCE GRADE	A: 0 / B: 14 / C: 32 / D: 5 / F: 0	<b>B</b>
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C+
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	1 measure
Extra credit for advanced achievement	Yes: 15	No
Include high achievers in growth model	Yes: 38	Yes
Separately report growth for high achievers	Yes: 5	No
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	LEA determined
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	Permitted
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Yes: 11	Mixed
Public postsecondary institutions required to accept	credits Yes: 24	Mixed
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	C+
Percentage of K-12 students identified as gifted 13	% or more: 8 3-10%: 30 0-2%: 13	4%
Percentage of Class of 2013 who took at least one AP ex	26% or more: 30 11-25%: 21	34%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	<b>A</b> -
% Advanced Grade 4 Math NAEP 2015	7%	12%
% Advanced Grade 8 Math NAEP 2015	8%	11%
% Advanced Grade 4 Reading NAEP 2015	8%	12%
% Advanced Grade 8 Reading NAEP 2015	3%	4%
% HS students scoring 3+ on 1+ AP exam 2013	20%	21%



#### WASHINGTON

GRADE FOR CLOSING	ALL STATES		WASHINGTON		
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D; 31 F: 1	C.		
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	F		
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	No	
State mandates and/or funds universal screening	Requir Encoura No:	ged: 2	No		
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	No	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		LEA determined		
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No		
State requires gifted coursework as part of school counselor training	Yes: Inservice No:	only: 1	No		
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 D: 13 F: 10 Incomplete: 1		В		
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.55		
Percent low-income K-12 students identified as gifted	Incomplete		219	21%	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	D-	-	
	Not low-income	Low-income	Not low-income	Low-income	
% Advanced G4 Math NAEP 2015	13%	2%	21%	4%	
% Advanced G8 Math NAEP 2015	13%	2%	18%	5%	
% Advanced G4 Reading NAEP 2015	15%	3%	21%	3%	
% Advanced G8 Reading NAEP 2015	6%	1%	7%	2%	
% of students who were low-income	48%		40%		
% of 2013 AP exam takers who were low-income studen	ents 28%		23%		
% students scoring 3+ on 1+ AP exam in 2013 who we	ere low-income 22%		17%		

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



## **WEST VIRGINIA**

Excellence Policies A: 1 B: 10 C: 24 D: 15 F: 1  State produces an annual report on G&T programs Yes: 29	C-////////////////////////////////////
State produces an annual report on G&T programs Yes: 29	B-
State produces an annual report on G&T programs Yes 29	
or monitors/audits local G&T programs  No: 22	Yes
State mandates identification or services for identified advanced learners  Both: 33  Identification only: 4  Neither: 14	Both
State K-12 accountability system includes Four desired measures: 0 measures of advanced learning and excellence Three: 6 Two: 15 1 m One: 21 None: 9	easure
Extra credit for advanced achievement Yes: 15	
	Voc
Separately report growth for high achievers Yes: 5	
Other indicators (Number of gifted students	lone
State policy allowing early entrance to Kindergarten Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	termined
State policy on acceleration Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0 Permitted: 15 Not permitted: 0	mitted
enrollment with credit received for high school No policy: 15 Not permitted: 3	termined
State policy on early college/dual enrollment Yes: 48	Yes
	lixed
	lixed
	No
<b>Excellence Participation Indicators</b> A: 6 B: 14 C: 20 D: 11 F: 0	)+
Percentage of K-12 students identified as gifted 11% or more: 8 3-10%: 30 0-2%: 13	2%
Percentage of Class of 2013 who took at least one AP exam 26% or more: 30 11-25%: 21	22%
<b>Excellence Outcomes</b> A: 4 B: 14 C: 26 D: 6 F: 1	D
% Advanced Grade 4 Math NAEP 2015 7%	5%
% Advanced Grade 8 Math NAEP 2015 8%	3%
% Advanced Grade 4 Reading NAEP 2015 8%	6%
% Advanced Grade 8 Reading NAEP 2015 3%	2%
% HS students scoring 3+ on 1+ AP exam 2013 20%	9%



### **WEST VIRGINIA**

GRADE FOR CLOSING	ALL STATES A: 0 B: 0 C: 19 D: 31 F: 1		WEST VIRGINIA	
EXCELLENCE GAPS			D	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11	D: 27 F: 12	F	•
At least half of state K-12 accountability rating based on growth for all students	Yes: 4 No: 47		No	
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42		No	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		No	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		LEA determined	
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		D	-
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.31	
Percent low-income K-12 students identified as gifted	Incomplete		Unavailable	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C-	H
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	10%	3%
% Advanced G8 Math NAEP 2015	13%	2%	6%	1%
% Advanced G4 Reading NAEP 2015	15%	3%	10%	4%
% Advanced G8 Reading NAEP 2015	6%	1%	3%	1%
% of students who were low-income	48%		<b>52</b> %	
% of 2013 AP exam takers who were low-income studen	nts 28%		16%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	ere low-income 22%		14%	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



## **WISCONSIN**

	ALL STATES	WISCONSIN	
EXCELLENCE GRADE	A; 0 B; 14 C; 32 D; 5 F; 0	B	
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	В	
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes	
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Both	
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	2 measures	
	Yes: 15		
Include high achievers in growth model	Yes: 38	Yes	
	Yes: 5		
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None	
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	Permitted	
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	Permitted	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined	
State policy on early college/dual enrollment	Yes: 48	Yes	
Mandatory	Voc. 11	Mixed	
Public postsecondary institutions required to accept			
Incentive program for early HS graduation	Yes: 6	No	
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	В	
Percentage of K-12 students identified as gifted 11	% or more: 8 3-10%: 30 0-2%: 13	6%	
Percentage of Class of 2013 who took at least one AP ex	am 26% or more: 30 11-25%: 21	32%	
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	B+	
% Advanced Grade 4 Math NAEP 2015	7%	9%	
% Advanced Grade 8 Math NAEP 2015	8%	11%	
% Advanced Grade 4 Reading NAEP 2015	8%	8%	
% Advanced Grade 8 Reading NAEP 2015	3%	4%	
		22%	



### **WISCONSIN**

GRADE FOR CLOSING	ALL STATES  A: 0 B: 0 C: 19 D: 31 F: 1		WISCONSIN D-	
EXCELLENCE GAPS				
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D	
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	
State mandates and/or funds universal screening	Requir Encoura No:	ged: 2	No	ı
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Yes (free ACT)	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		LEA determined	
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		F	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.29	
Percent low-income K-12 students identified as gifted	Incomplete		Unavailable	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C.	-
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	14%	3%
% Advanced G8 Math NAEP 2015	13%	2%	14%	3%
% Advanced G4 Reading NAEP 2015	15%	3%	12%	2%
% Advanced G8 Reading NAEP 2015	6%	1%	5%	2%
% of students who were low-income	489	2%	39%	
% of 2013 AP exam takers who were low-income studen	nts 28%		12%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	ere low-income 22%		9%	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies



# **WYOMING**

	ALL STATES	WYOMING
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	C-
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	C-
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	Yes
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	Neither
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	2 measures
	Yes: 15	
Include high achievers in growth model	Yes: 38	Yes
	Yes: 5	
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	None
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	No policy
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	No policy
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	LEA determined
State policy on early college/dual enrollment	Yes: 48	Yes
Mandatory	Vac. 11	Voluntary
	credits Yes: 24	
Incentive program for early HS graduation	Yes: 6	No
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	D+
Percentage of K-12 students identified as gifted 11	% or more: 8 3-10%: 30 0-2%: 13	3%
Percentage of Class of 2013 who took at least one AP ex	am 26% or more: 30 11-25%: 21	17%
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	C
% Advanced Grade 4 Math NAEP 2015	7%	9%
% Advanced Grade 8 Math NAEP 2015	8%	7%
% Advanced Grade 4 Reading NAEP 2015	8%	10%
% Advanced Grade 8 Reading NAEP 2015	3%	3%



### **WYOMING**

GRADE FOR CLOSING	ALL STATES		WYOMING	
EXCELLENCE GAPS	A: 0 B: 0 C: 1	9 D: 31 F: 1	Ď	
Policies to Close Excellence Gaps	A: 0 B: 1 C: 1	1 D: 27 F: 12	D-	F
At least half of state K-12 accountability rating based on growth for all students	Yes: No:		No	
State mandates and/or funds universal screening	Requir Encoura No:	ged: 2	No	
State provides funding for SAT / ACT / AP test-taking	Yes: No:		Yes (free ACT)	
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15		State/district	
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42		No	
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46		No	
Excellence Gap Participation Measures	A: 2 B: 13 C: 1 Incomp		F	
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11		0.1	
Percent low-income K-12 students identified as gifted	Incomplete		Unavailable	
Excellence Gap Outcomes	A: 0 B: 1 C: 2	7 D: 21 F: 2	C-	ŀ
	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	12%	4%
% Advanced G8 Math NAEP 2015	13%	2%	10%	3%
% Advanced G4 Reading NAEP 2015	15%	3%	13%	5%
% Advanced G8 Reading NAEP 2015	6%	1%	4%	1%
% of students who were low-income	48%		37%	
% of 2013 AP exam takers who were low-income studen	nts 28%		4%	
% students scoring 3+ on 1+ AP exam in 2013 who wer	ere low-income 22%		4%	

<sup>\* &</sup>quot;Low-income" defined as eligible for free or reduced price lunch subsidies

The Cooke Foundation is dedicated to advancing the education of exceptionally promising students who have financial need. Since 2000, the foundation has awarded \$175 million in scholarships to more than 2,300 students from 8th grade through graduate school, along with comprehensive counseling and other support services. The foundation has also provided over \$97 million in grants to organizations that serve such students.



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