

JACK KENT COOKE
FOUNDATION

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

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

2ND EDITION



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ALABAMA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					ALABAMA
	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 No policy: 12	LEA determined: 14 Not permitted: 16			Not permitted	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			Permitted	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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	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			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					ALABAMA
	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	C
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					Required
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					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					Inservice 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: 12	D: 13	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					0.43
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0	B: 1	C: 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%					55%
% of 2013 AP exam takers who were low-income students	28%					24%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					13%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

ALASKA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					ALASKA
	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 No policy: 12	LEA determined: 14 Not permitted: 16			No policy	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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	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			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					ALASKA
	A: 0	B: 0	C: 19	D: 31	F: 1	F
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: 31 No: 20					No
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					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					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					0.22
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0 B: 1 C: 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%		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%					38%
% of 2013 AP exam takers who were low-income students	28%					8%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					7%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

ARIZONA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					ARIZONA
	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			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 No policy: 12	LEA determined: 14 Not permitted: 16			LEA determined	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			Yes	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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
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			6%
Percentage of Class of 2013 who took at least one AP exam			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					ARIZONA
	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: 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: 31 No: 20					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					Inservice only
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46					Inservice only
Excellence Gap Participation Measures	A: 2	B: 13	C: 12	D: 13	F: 10	B+
	Incomplete: 1					
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					0.66
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%		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	48%					45%
% of 2013 AP exam takers who were low-income students	28%					30%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					25%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

ARKANSAS

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					ARKANSAS
	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			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 No policy: 12	LEA determined: 14 Not permitted: 16			Not permitted	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			LEA determined	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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	11% or more: 8	3-10%: 30	0-2%: 13			10%
Percentage of Class of 2013 who took at least one AP exam			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					ARKANSAS
	A: 0	B: 0	C: 19	D: 31	F: 1	G+
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
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					Yes (free ACT; some free AP tests)
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: 12	D: 13	F: 10	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					0.54
Percent low-income K-12 students identified as gifted	Incomplete					39%
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%		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%					61%
% of 2013 AP exam takers who were low-income students	28%					33%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					24%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

CALIFORNIA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					CALIFORNIA
	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 No policy: 12	LEA determined: 14 Not permitted: 16				LEA determined
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0				LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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	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			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					CALIFORNIA
	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: 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: 31 No: 20					No
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					Student
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42					Yes
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46					Yes
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					0.78
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0 B: 1 C: 27 D: 21 F: 2					D+
	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	48%					54%
% of 2013 AP exam takers who were low-income students	28%					42%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					38%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

COLORADO

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					COLORADO
	A: 0	B: 14	C: 32	D: 5	F: 0	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			Both
	Neither: 14					
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0		Three: 6 Two: 15			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
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			Permitted
	Not permitted: 16					
State policy on acceleration	Permitted: 15	LEA determined: 14	No policy: 22			Permitted
	Not permitted: 0					
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12	LEA determined: 21	No policy: 15			LEA determined
	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					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			7%
Percentage of Class of 2013 who took at least one AP exam	26% or more: 30		11-25%: 21			39%
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%					3%
% HS students scoring 3+ on 1+ AP exam 2013	20%					24%

COLORADO

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					COLORADO
	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	B
At least half of state K-12 accountability rating based on growth for all students	Yes: 4 No: 47					Yes
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42					Required
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					Yes (free PSAT & SAT in select grades)
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
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	C
	Incomplete: 1					
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					0.41
Percent low-income K-12 students identified as gifted	Incomplete					22%
Excellence Gap Outcomes	A: 0	B: 1	C: 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%		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	48%					40%
% of 2013 AP exam takers who were low-income students	28%					17%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					13%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

CONNECTICUT

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					CONNECTICUT
	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			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			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 No policy: 12	LEA determined: 14 Not permitted: 16			No policy	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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			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			39%
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%			10%
% Advanced Grade 4 Reading NAEP 2015			8%			13%
% Advanced Grade 8 Reading NAEP 2015			3%			6%
% HS students scoring 3+ on 1+ AP exam 2013			20%			29%

CONNECTICUT

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					CONNECTICUT
	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: 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: 31 No: 20					Yes (free SAT - public school juniors)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					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					0.39
Percent low-income K-12 students identified as gifted	Incomplete					12%
Excellence Gap Outcomes	A: 0 B: 1 C: 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%			35%
% of 2013 AP exam takers who were low-income students			28%			14%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income			22%			9%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

DELAWARE

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					DELAWARE
	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			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
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	LEA determined: 14 Not permitted: 16			LEA determined	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			Permitted	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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			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			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%			17%

DELAWARE

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					DELAWARE
	A: 0	B: 0	C: 19	D: 31	F: 1	D
Policies to Close Excellence Gaps						D
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: 31 No: 20					Yes (free SAT - public school juniors)
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: 12	D: 13	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					0.45
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes						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%					48%
% of 2013 AP exam takers who were low-income students	28%					22%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					15%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

DISTRICT OF COLUMBIA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					DISTRICT OF COLUMBIA
	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				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 No policy: 12	LEA determined: 14 Not permitted: 16	LEA determined			
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0	LEA determined			
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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				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	0%		
Percentage of Class of 2013 who took at least one AP exam	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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					DISTRICT OF COLUMBIA
	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: 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: 31 No: 20					Yes (free SAT - public school juniors)
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: 12	D: 13	F: 10	B+
	Incomplete: 1					
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					0.66
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0	B: 1	C: 27	D: 21	F: 2	D+
	Not low-income		Low-income		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%					73%
% of 2013 AP exam takers who were low-income students	28%					49%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					36%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

FLORIDA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					FLORIDA	
	A: 0	B: 14	C: 32	D: 5	F: 0	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		1 measure
	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		
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				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%				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%		
% HS students scoring 3+ on 1+ AP exam 2013	20%				27%		

FLORIDA

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					FLORIDA
	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: 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: 31 No: 20					No
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: 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					0.63
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%					56%
% of 2013 AP exam takers who were low-income students	28%					35%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					31%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

GEORGIA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					GEORGIA
	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			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 No policy: 12	LEA determined: 14 Not permitted: 16			Not permitted	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			LEA determined	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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			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			10%
Percentage of Class of 2013 who took at least one AP exam			26% or more: 30 11-25%: 21			40%
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%			7%
% Advanced Grade 8 Reading NAEP 2015			3%			3%
% HS students scoring 3+ on 1+ AP exam 2013			20%			21%

GEORGIA

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					GEORGIA
	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: 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: 31 No: 20					No
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: 12	D: 13	F: 10	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					0.55
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%		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	48%					57%
% of 2013 AP exam takers who were low-income students	28%					32%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					23%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

HAWAII

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					HAWAII
	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			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 No policy: 12	LEA determined: 14 Not permitted: 16			No policy	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 Not permitted: 3			No policy	
State policy on early college/dual enrollment			Yes: 48			Yes
Mandatory			Yes: 11			Not specified
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	11% or 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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					HAWAII
	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: 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: 31 No: 20					Yes (free ACT)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					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					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					0.61
Percent low-income K-12 students identified as gifted	Incomplete					31%
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%	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%			47%		
% of 2013 AP exam takers who were low-income students	28%			29%		
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%			23%		

* "Low-income" defined as eligible for free or reduced price lunch subsidies

IDAHO

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					IDAHO
	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 No policy: 12	LEA determined: 14 Not permitted: 16			Not permitted	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			LEA determined	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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	11% or more: 8	3-10%: 30	0-2%: 13			3%
Percentage of Class of 2013 who took at least one AP exam			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					IDAHO
	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	Yes: 4 No: 47					Yes
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					Yes (free SAT - public school juniors)
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: 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					0.43
Percent low-income K-12 students identified as gifted	Incomplete					25%
Excellence Gap Outcomes	A: 0 B: 1 C: 27 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%
% of 2013 AP exam takers who were low-income students	28%					19%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					17%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

ILLINOIS

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					ILLINOIS
	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	1 measure
	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
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			No policy
	Not permitted: 16					
State policy on acceleration	Permitted: 15	LEA determined: 14	No policy: 22			No policy
	Not permitted: 0					
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12	LEA determined: 21	No policy: 15			LEA determined
	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					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 exam	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%					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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					ILLINOIS
	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	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: 31 No: 20					Yes (free SAT - public school juniors)
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					Yes
Excellence Gap Participation Measures	A: 2	B: 13	C: 12	D: 13	F: 10	B+
	Incomplete: 1					
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					0.63
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0	B: 1	C: 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%		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	48%					47%
% of 2013 AP exam takers who were low-income students	28%					29%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					20%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

INDIANA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					INDIANA
	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	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
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		No policy
	No policy: 12		Not permitted: 16			
State policy on acceleration	Permitted: 15	LEA determined: 14		No policy: 22		No policy
	No policy: 22		Not permitted: 0			
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12	LEA determined: 21		No policy: 15		No policy
	No policy: 15		Not permitted: 3			
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
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			13%
Percentage of Class of 2013 who took at least one AP exam	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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					INDIANA
	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
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					No
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					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					0.34
Percent low-income K-12 students identified as gifted	Incomplete					25%
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%		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%
% of 2013 AP exam takers who were low-income students	28%					16%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					12%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

IOWA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					IOWA	
	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				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				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	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%		
% HS students scoring 3+ on 1+ AP exam 2013	20%				11%		

IOWA

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					IOWA
	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	C
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: 31 No: 20					No
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					Yes
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46					Yes
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					0.36
Percent low-income K-12 students identified as gifted	Incomplete					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%					39%
% of 2013 AP exam takers who were low-income students	28%					14%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					10%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

KANSAS

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					KANSAS
	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			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 No policy: 12	LEA determined: 14 Not permitted: 16			Not permitted	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			Permitted	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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	11% or more: 8	3-10%: 30	0-2%: 13			3%
Percentage of Class of 2013 who took at least one AP exam			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					KANSAS
	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
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					No
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					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					0.39
Percent low-income K-12 students identified as gifted	Incomplete					12%
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%	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%
% of 2013 AP exam takers who were low-income students	28%					19%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					12%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

KENTUCKY

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					KENTUCKY
	A: 0	B: 14	C: 32	D: 5	F: 0	B+
Excellence Policies	A: 1	B: 10	C: 24	D: 15	F: 1	A-
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 No policy: 12	LEA determined: 14 Not permitted: 16			Permitted	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			Permitted	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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
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			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	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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					KENTUCKY
	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: 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: 31 No: 20					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: 12	D: 13	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					0.46
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%		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%					57%
% of 2013 AP exam takers who were low-income students	28%					26%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					19%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

LOUISIANA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES				LOUISIANA	
	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	
..... 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 No policy: 12	LEA determined: 14 Not permitted: 16	LEA determined			
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0	LEA determined			
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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	11% or more: 8	3-10%: 30	0-2%: 13	3%		
Percentage of Class of 2013 who took at least one AP exam	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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					LOUISIANA
	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: 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: 31 No: 20					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: 12	D: 13	F: 10	C-
	Incomplete: 1					
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					0.43
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%		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%					66%
% of 2013 AP exam takers who were low-income students	28%					28%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					15%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

MAINE

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					MAINE
	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			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 No policy: 12	LEA determined: 14 Not permitted: 16			Not permitted	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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	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			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					MAINE
	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	Yes: 4 No: 47					No
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42					Required
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					Yes (free SAT - public school juniors)
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: 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					0.37
Percent low-income K-12 students identified as gifted	Incomplete					24%
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%		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%
% of 2013 AP exam takers who were low-income students	28%					16%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					14%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

MARYLAND

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					MARYLAND
	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 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 No policy: 12	LEA determined: 14 Not permitted: 16		Permitted		
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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					No
..... 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		16%	
Percentage of Class of 2013 who took at least one AP exam	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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					MARYLAND
	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
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					No
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: 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					0.48
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0 B: 1 C: 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%					40%
% of 2013 AP exam takers who were low-income students	28%					19%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					14%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

MASSACHUSETTS

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					MASSACHUSETTS
	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
..... 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 No policy: 12	LEA determined: 14 Not permitted: 16			LEA determined	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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			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 exam			26% or more: 30 11-25%: 21			39%
Excellence Outcomes	A: 4	B: 14	C: 26	D: 6	F: 1	A-
% 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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					MASSACHUSETTS
	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
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					No
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					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					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					0.56
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%		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%					34%
% of 2013 AP exam takers who were low-income students	28%					19%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					13%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

MICHIGAN

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					MICHIGAN
	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
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 No policy: 12	LEA determined: 14 Not permitted: 16				Not permitted
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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					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			2%
Percentage of Class of 2013 who took at least one AP exam	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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					MICHIGAN
	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: 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: 31 No: 20					Yes (free SAT - public school juniors)
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: 12	D: 13	F: 10	D-
	Incomplete: 1					
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					0.34
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0	B: 1	C: 27	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%					46%
% of 2013 AP exam takers who were low-income students	28%					16%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					11%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

MINNESOTA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					MINNESOTA
	A: 0	B: 14	C: 32	D: 5	F: 0	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	1 measure
	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
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			Permitted
	Not permitted: 16					
State policy on acceleration	Permitted: 15	LEA determined: 14	No policy: 22			Permitted
	Not permitted: 0					
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12	LEA determined: 21	No policy: 15			Permitted
	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	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			32%
Excellence Outcomes	A: 4	B: 14	C: 26	D: 6	F: 1	B
% 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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					MINNESOTA
	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: 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: 31 No: 20					Yes (reimburses district costs for ACT or SAT)
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: 12	D: 13	F: 10	Incomplete
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	Incomplete					Unavailable
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%		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%					37%
% of 2013 AP exam takers who were low-income students	28%					--
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					--

* "Low-income" defined as eligible for free or reduced price lunch subsidies

MISSISSIPPI

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					MISSISSIPPI
	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
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 No policy: 12	LEA determined: 14 Not permitted: 16			Not permitted	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			Permitted	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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	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			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					MISSISSIPPI
	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	Yes: 4 No: 47					No
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42					Required
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					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					Inservice 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: 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					0.46
Percent low-income K-12 students identified as gifted	Incomplete					44%
Excellence Gap Outcomes	A: 0 B: 1 C: 27 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	48%					71%
% of 2013 AP exam takers who were low-income students	28%					33%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					21%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

MISSOURI

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					MISSOURI
	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
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: 2
State policy allowing early entrance to Kindergarten	Permitted: 9 No policy: 12	LEA determined: 14 Not permitted: 16			Not permitted	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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	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			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					MISSOURI
	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: 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: 31 No: 20					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: 12	D: 13	F: 10	D-
	Incomplete: 1					
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					0.37
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0	B: 1	C: 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%	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%					45%
% of 2013 AP exam takers who were low-income students	28%					17%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					9%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

MONTANA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					MONTANA
	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	None
	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.)	Yes: 11					None
State policy allowing early entrance to Kindergarten	Permitted: 9	LEA determined: 14	No policy: 12			LEA determined
	Not permitted: 16					
State policy on acceleration	Permitted: 15	LEA determined: 14	No policy: 22			LEA determined
	Not permitted: 0					
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12	LEA determined: 21	No policy: 15			LEA determined
	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					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 exam	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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					MONTANA
	A: 0	B: 0	C: 19	D: 31	F: 1	D
Policies to Close Excellence Gaps						D
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: 31 No: 20					Yes (free ACT - funding expired, under review)
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: 12	D: 13	F: 10	F
	Incomplete: 1					
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						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%			41%
% of 2013 AP exam takers who were low-income students			28%			12%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income			22%			9%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

NEBRASKA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					NEBRASKA
	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 No policy: 12	LEA determined: 14 Not permitted: 16			No policy	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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	B
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 exam			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					NEBRASKA
	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: 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: 31 No: 20					Yes (free ACT)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					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	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: 27	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%					43%
% of 2013 AP exam takers who were low-income students	28%					13%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					10%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

NEVADA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					NEVADA
	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			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 No policy: 12	LEA determined: 14 Not permitted: 16			No policy	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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	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			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					NEVADA
	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: 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: 31 No: 20					Yes (free ACT)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					Student
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42					Yes
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					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					0.66
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%		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%					50%
% of 2013 AP exam takers who were low-income students	28%					33%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					28%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

NEW HAMPSHIRE

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					NEW HAMPSHIRE
	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 No policy: 12	LEA determined: 14 Not permitted: 16				LEA determined
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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 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%					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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					NEW HAMPSHIRE
	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: 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: 31 No: 20					Yes (free SAT - public school juniors)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					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					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					0.25
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%		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%					25%
% of 2013 AP exam takers who were low-income students	28%					6%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					6%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

NEW JERSEY

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					NEW JERSEY
	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
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 No policy: 12	LEA determined: 14 Not permitted: 16			No policy	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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	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			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%
% HS students scoring 3+ on 1+ AP exam 2013			20%			24%

NEW JERSEY

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					NEW JERSEY
	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
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					No
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					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					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					0.41
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0 B: 1 C: 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%					33%
% of 2013 AP exam takers who were low-income students	28%					13%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					10%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

NEW MEXICO

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					NEW MEXICO
	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 No policy: 12	LEA determined: 14 Not permitted: 16				Not permitted
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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	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					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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					NEW MEXICO
	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: 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: 31 No: 20					No
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: 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					0.68
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%					68%
% of 2013 AP exam takers who were low-income students	28%					46%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					39%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

NEW YORK

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					NEW YORK
	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 No policy: 12	LEA determined: 14 Not permitted: 16			LEA determined	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 Not permitted: 3			LEA determined	
State policy on early college/dual enrollment			Yes: 48			LEA determined
Mandatory			Yes: 11			No
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	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%
% HS students scoring 3+ on 1+ AP exam 2013			20%			25%

NEW YORK

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					NEW YORK
	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: 4 No: 47					No
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42					Required
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					No
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					Student
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42					Yes
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					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					0.53
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%	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%					48%
% of 2013 AP exam takers who were low-income students	28%					26%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					20%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

NORTH CAROLINA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					NORTH CAROLINA
	A: 0	B: 14	C: 32	D: 5	F: 0	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	3 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					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			Permitted
	Not permitted: 16					
State policy on acceleration	Permitted: 15	LEA determined: 14	No policy: 22			Permitted
	Not permitted: 0					
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
	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					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	11% or more: 8	3-10%: 30	0-2%: 13			11%
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	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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					NORTH CAROLINA
	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	C-
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					Encouraged
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					Yes (free ACT and free IB/AP if enrolled)
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: 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					0.33
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0	B: 1	C: 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%					50%
% of 2013 AP exam takers who were low-income students	28%					17%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					12%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

NORTH DAKOTA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					NORTH DAKOTA
	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
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			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	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	11% or more: 8	3-10%: 30	0-2%: 13			3%
Percentage of Class of 2013 who took at least one AP exam	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	3%					2%
% HS students scoring 3+ on 1+ AP exam 2013	20%					9%

NORTH DAKOTA

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					NORTH DAKOTA
	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: 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: 31 No: 20					Yes (free ACT)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					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	F
	Incomplete: 1					
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					0.16
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%		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%		2% 1%	
% of students who were low-income	48%					32%
% of 2013 AP exam takers who were low-income students	28%					5%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					4%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

OHIO

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES				OHIO	
	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	
..... 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				Yes	
..... 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	LEA determined: 14 Not permitted: 16		Permitted		
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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 No policy: 15	LEA determined: 21 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	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				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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					OHIO
	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	C
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					Required
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					Yes (reimburses district costs for ACT or SAT)
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: 12	D: 13	F: 10	F
	Incomplete: 1					
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					0.26
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0	B: 1	C: 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%					43%
% of 2013 AP exam takers who were low-income students	28%					11%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					7%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

OKLAHOMA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					OKLAHOMA
	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			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 No policy: 12	LEA determined: 14 Not permitted: 16				Not permitted
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0				LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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			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			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%			11%

OKLAHOMA

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					OKLAHOMA
	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	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: 31 No: 20					Yes (reimburses district costs for ACT or SAT)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					Student
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42					Yes
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46					Yes
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					0.45
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%		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%					61%
% of 2013 AP exam takers who were low-income students	28%					27%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					21%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

OREGON

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					OREGON
	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
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 No policy: 12	LEA determined: 14 Not permitted: 16				No policy
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0				LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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	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			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					OREGON
	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: 4 No: 47					Yes
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42					Encouraged
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					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: 12	D: 13	F: 10	C-
	Incomplete: 1					
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					0.43
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0	B: 1	C: 27	D: 21	F: 2	C
	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%					51%
% of 2013 AP exam takers who were low-income students	28%					22%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					18%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

PENNSYLVANIA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					PENNSYLVANIA
	A: 0	B: 14	C: 32	D: 5	F: 0	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			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 No policy: 12	LEA determined: 14 Not permitted: 16			LEA determined	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			LEA determined	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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			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 8 Math NAEP 2015			8%			10%
% Advanced Grade 4 Reading NAEP 2015			8%			11%
% Advanced Grade 8 Reading NAEP 2015			3%			5%
% HS students scoring 3+ on 1+ AP exam 2013			20%			16%

PENNSYLVANIA

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					PENNSYLVANIA
	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
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					No
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: 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					0.36
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0 B: 1 C: 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%					39%
% of 2013 AP exam takers who were low-income students	28%					14%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					8%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

RHODE ISLAND

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES	RHODE ISLAND
	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
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	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	11% or 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	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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					RHODE ISLAND
	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: 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: 31 No: 20					Yes (free SAT - public school juniors)
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15					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	B+
	Incomplete: 1					
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					0.61
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0	B: 1	C: 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%					43%
% of 2013 AP exam takers who were low-income students	28%					26%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					16%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

SOUTH CAROLINA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					SOUTH CAROLINA
	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	3 measures
	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.)	Yes: 11					Yes: 1
State policy allowing early entrance to Kindergarten	Permitted: 9	LEA determined: 14	No policy: 12			Not permitted
	Not permitted: 16					
State policy on acceleration	Permitted: 15	LEA determined: 14	No policy: 22			No policy
	Not permitted: 0					
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12	LEA determined: 21	No policy: 15			Permitted
	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					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	11% or more: 8	3-10%: 30	0-2%: 13			12%
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%					6%
% Advanced Grade 8 Math NAEP 2015	8%					5%
% 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%					18%

SOUTH CAROLINA

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					SOUTH CAROLINA
	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					C-
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					Required
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					Yes (free ACT [11th], PSAT/pre-ACT [10th], free AP if enrolled)
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: 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					0.37
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0 B: 1 C: 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%					55%
% of 2013 AP exam takers who were low-income students	28%					20%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					16%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

SOUTH DAKOTA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					SOUTH DAKOTA
	A: 0	B: 14	C: 32	D: 5	F: 0	D
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
..... 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 No policy: 12	LEA determined: 14 Not permitted: 16				No policy
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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					No
..... 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 exam	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	3%					2%
% HS students scoring 3+ on 1+ AP exam 2013	20%					12%

SOUTH DAKOTA

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					SOUTH DAKOTA
	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
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					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: 12 D: 13 F: 10 Incomplete: 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					0.26
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0 B: 1 C: 27 D: 21 F: 2					G+
	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%					37%
% of 2013 AP exam takers who were low-income students	28%					10%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					10%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

TENNESSEE

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					TENNESSEE
	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			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 No policy: 12	LEA determined: 14 Not permitted: 16			LEA determined	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			LEA determined	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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	11% or more: 8	3-10%: 30	0-2%: 13			3%
Percentage of Class of 2013 who took at least one AP exam			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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					TENNESSEE
	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: 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: 31 No: 20					Yes (reimburses district costs for ACT or SAT)
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: 12	D: 13	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					0.43
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0	B: 1	C: 27	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%					55%
% of 2013 AP exam takers who were low-income students	28%					24%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					15%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

TEXAS

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					TEXAS
	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			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			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 No policy: 12	LEA determined: 14 Not permitted: 16			Permitted	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0			Permitted	
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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			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	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%
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			3%			2%
% HS students scoring 3+ on 1+ AP exam 2013			20%			19%

TEXAS

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					TEXAS
	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: 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: 31 No: 20					Yes (SAT/ACT/AP subsidized for NSLP students)
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: 12 D: 13 F: 10 Incomplete: 1					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					0.99
Percent low-income K-12 students identified as gifted	Incomplete					38%
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%		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%					50%
% of 2013 AP exam takers who were low-income students	28%					50%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					44%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

UTAH

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					UTAH
	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	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			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%					10%
% Advanced Grade 8 Reading NAEP 2015	3%					4%
% HS students scoring 3+ on 1+ AP exam 2013	20%					25%

UTAH

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					UTAH
	A: 0	B: 0	C: 19	D: 31	F: 1	D
Policies to Close Excellence Gaps						D
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: 31 No: 20					Yes (free ACT)
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: 12	D: 13	F: 10 Incomplete: 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					0.26
Percent low-income K-12 students identified as gifted	Incomplete					20%
Excellence Gap Outcomes						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%
% of 2013 AP exam takers who were low-income students	28%					10%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					9%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

VERMONT

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					VERMONT
	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 No policy: 12	LEA determined: 14 Not permitted: 16				Not permitted
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 Not permitted: 0				LEA determined
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 No policy: 15	LEA determined: 21 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	11% or more: 8	3-10%: 30	0-2%: 13			0%
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	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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					VERMONT
	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
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					No
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: 12	D: 13	F: 10	F
	Incomplete: 1					
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					0.28
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%		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%					37%
% of 2013 AP exam takers who were low-income students	28%					10%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					9%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

VIRGINIA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					VIRGINIA
	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	1 measure
	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.)	Yes: 11					Yes: 2
State policy allowing early entrance to Kindergarten	Permitted: 9	LEA determined: 14		No policy: 12		LEA determined
	No policy: 12		Not permitted: 16			
State policy on acceleration	Permitted: 15	LEA determined: 14		No policy: 22		LEA determined
	No policy: 22		Not permitted: 0			
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12	LEA determined: 21		No policy: 15		No policy
	No policy: 15		Not permitted: 3			
State policy on early college/dual enrollment	Yes: 48					Yes
Mandatory	Yes: 11					Mandatory
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	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 exam	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%
% HS students scoring 3+ on 1+ AP exam 2013	20%					28%

VIRGINIA

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					VIRGINIA
	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
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					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: 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					0.31
Percent low-income K-12 students identified as gifted	Incomplete					17%
Excellence Gap Outcomes	A: 0 B: 1 C: 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%					37%
% of 2013 AP exam takers who were low-income students	28%					11%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					8%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

WASHINGTON

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					WASHINGTON
	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
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 No policy: 12	LEA determined: 14 Not permitted: 16			LEA determined	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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	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			34%
Excellence Outcomes	A: 4	B: 14	C: 26	D: 6	F: 1	A-
% 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 Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					WASHINGTON
	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					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: 31 No: 20					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: 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					0.55
Percent low-income K-12 students identified as gifted	Incomplete					21%
Excellence Gap Outcomes	A: 0 B: 1 C: 27 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 students	28%					23%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					17%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

WEST VIRGINIA

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					WEST VIRGINIA
	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			Both
	Neither: 14					
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0		Three: 6 Two: 15			1 measure
	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
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			LEA determined
	Not permitted: 16					
State policy on acceleration	Permitted: 15	LEA determined: 14	No policy: 22			Permitted
	Not permitted: 0					
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12	LEA determined: 21	No policy: 15			LEA determined
	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					Mixed
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			2%
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%
% HS students scoring 3+ on 1+ AP exam 2013	20%					9%

WEST VIRGINIA

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					WEST VIRGINIA
	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
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20					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: 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					0.31
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
Excellence Gap Outcomes	A: 0 B: 1 C: 27 D: 21 F: 2					G+
	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%					52%
% of 2013 AP exam takers who were low-income students	28%					16%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					14%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

WISCONSIN

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					WISCONSIN
	A: 0	B: 14	C: 32	D: 5	F: 0	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	2 measures
	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.)	Yes: 11					None
State policy allowing early entrance to Kindergarten	Permitted: 9	LEA determined: 14	No policy: 12			Permitted
	Not permitted: 16					
State policy on acceleration	Permitted: 15	LEA determined: 14	No policy: 22			Permitted
	Not permitted: 0					
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12	LEA determined: 21	No policy: 15			LEA determined
	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	B
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 exam	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%
% HS students scoring 3+ on 1+ AP exam 2013	20%					22%

WISCONSIN

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					WISCONSIN
	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: 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: 31 No: 20					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: 12 D: 13 F: 10 Incomplete: 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					0.29
Percent low-income K-12 students identified as gifted	Incomplete					Unavailable
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%		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	48%					39%
% of 2013 AP exam takers who were low-income students	28%					12%
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%					9%

* "Low-income" defined as eligible for free or reduced price lunch subsidies

WYOMING

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

EXCELLENCE GRADE	ALL STATES					WYOMING
	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
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 No policy: 12	LEA determined: 14 Not permitted: 16			No policy	
State policy on acceleration	Permitted: 15 No policy: 22	LEA determined: 14 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	LEA determined: 21 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	11% or more: 8	3-10%: 30	0-2%: 13			3%
Percentage of Class of 2013 who took at least one AP exam			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%
% HS students scoring 3+ on 1+ AP exam 2013			20%			10%

WYOMING

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES					WYOMING
	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: 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: 31 No: 20					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: 12	D: 13	F: 10	F
	Incomplete: 1					
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: 27	D: 21	F: 2	G+
	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 students			28%		4%	
% students scoring 3+ on 1+ AP exam in 2013 who were low-income			22%		4%	

* "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.

JACK KENT COOKE

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