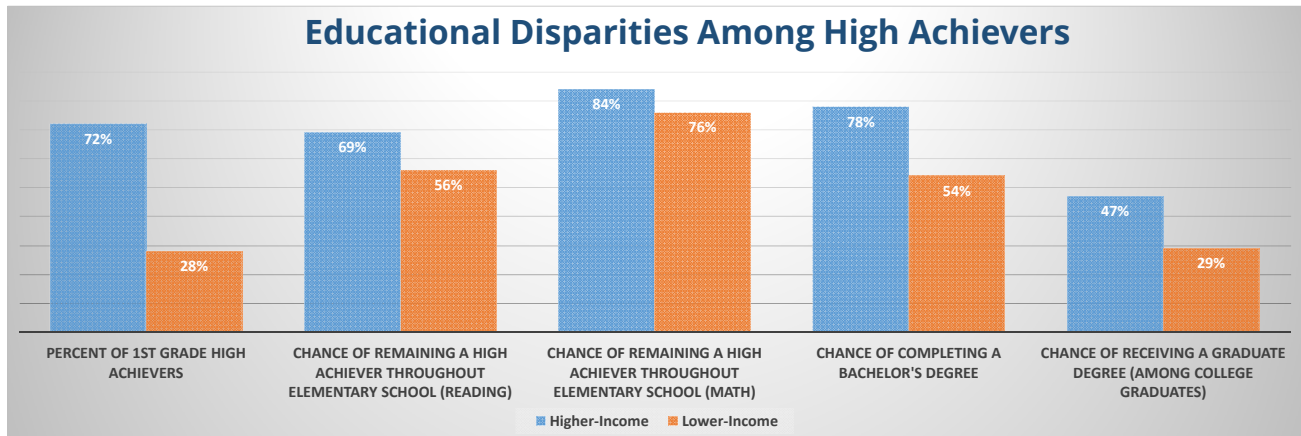


EQUITY SUMMIT ON GIFTED EDUCATION



Poverty impacts educational opportunities in a systemic way.

- **17%** of the variation in student performance in the United States is explained by students' socio-economic background.¹
- High-achieving students, in general, are disproportionately high-SES: **45%** as compared with **25%** in the overall population.⁴
- **72%** of high achievers in first grade come from the top economic half.³
- More African American (**38%**), Hispanic (**32%**), and American Indian (**33%**) children live in low socioeconomic circumstances compared to Asian (**14%**) and White children (**17%**).²
- Students with an **immigrant background** tend to attend schools that have:
 - Fewer educational resources
 - Greater teacher shortage
 - A disadvantageous student/staff ratio.¹



References

¹OECD (2011), *Lessons from PISA for the United States, Strong Performers and Successful Reformers in Education*. OECD Publishing.

²Hurnes, K. R., Jones, N. A., & Ramirez, R. R. (2011). *Overview of race and Hispanic origin: 2010*. Retrieved from www.census.gov/prod/cen2010/briefs/c2010br-02.pdf

³Wyner, J. S., Bridgeland, J. M., & DiIulio, J. J. Jr. (2009). *Achievement trap: How America is failing millions of high-achieving students from lower-income families*. Lansdowne, VA: Jack Kent Cook Foundation.

⁴Bromberg, M., & Theokas, C. (2014). *Falling out of the lead: Following high achievers through high school and beyond*. Lansdowne, VA: Jack Kent Cook Foundation.

