

Online Appendix: Gifted & Talented Programs and Racial Segregation

The results in the main paper aggregated race and ethnicity into (1) white and Asian students and (2) Black, Hispanic and American Indian students. Table A1 reports the changes in the Dissimilarity and Exposure Index from racial sorting in G&T programs for five disaggregated two-way combinations of race and ethnicity: Black-white, Hispanic-white, American Indian-white, Asian-white, and URM-Asian (the first column of Table A2 reports the baseline White/Asian-URM calculations for reference). For both unweighted and enrollment weighted calculations, Table A1 finds changes in segregation from accounting for G&T education that are similarly small to those in the baseline calculations reported in the main paper.

Figures A1 and A7 estimate the dynamic effects of ending and starting a G&T program on total enrollments, respectively. There are some indications of enrollment declines following the elimination of a G&T program in Figure A1, although these patterns are not particularly clear or consistent across treatment cohorts, and there are no similar patterns for G&T program initiation in Figure A7. Furthermore, the enrollment declines after G&T program elimination are driven almost exclusively by lower URM enrollments (not shown), contrary to the conventional wisdom that G&T program largely attract white and Asian students.

The remaining appendix figures report event studies using enrollment shares for each of the five disaggregated race and ethnicity categories as the dependent variable. Similar to the aggregated results in the main paper, there are no clear effects of eliminating or initiation G&T programs on the enrollments of any single racial or ethnic group.

Table A1: Segregation Indices with Disaggregated Racial Groups

	(1)	(2)	(3)	(4)	(5)	(6)
Panel A: Unweighted						
	<u>Dissimilarity Index</u>					
	White/Asian - URM	Black-White	Hispanic-White	American Indian - White	Asian - White	URM - Asian
Segregation Between Schools	0.151	0.192	0.166	0.259	0.195	0.212
Segregation Between Schools <i>and</i> G&T Programs	0.172	0.217	0.188	0.285	0.230	0.247
Difference (within-school segregation from G&T)	0.021	0.025	0.022	0.026	0.035	0.036
	<u>Exposure Index</u>					
	White/Asian - URM	Black-White	Hispanic-White	American Indian - White	Asian - White	URM - Asian
Segregation Between Schools	0.671	0.585	0.619	0.557	0.480	0.030
Segregation Between Schools <i>and</i> G&T Programs	0.667	0.582	0.616	0.557	0.478	0.030
Difference (within-school segregation from G&T)	-0.004	-0.003	-0.003	0.000	-0.002	-0.001
Panel B: Enrollment Weighted						
	<u>Dissimilarity Index</u>					
	White/Asian - URM	Black-White	Hispanic-White	American Indian - White	Asian - White	URM - Asian
Segregation Between Schools	0.309	0.358	0.327	0.420	0.306	0.355
Segregation Between Schools <i>and</i> G&T Programs	0.325	0.377	0.342	0.454	0.332	0.385
Difference (within-school segregation from G&T)	0.016	0.020	0.015	0.034	0.026	0.030
	<u>Exposure Index</u>					
	White/Asian - URM	Black-White	Hispanic-White	American Indian - White	Asian - White	URM - Asian
Segregation Between Schools	0.488	0.434	0.443	0.483	0.434	0.053
Segregation Between Schools <i>and</i> G&T Programs	0.483	0.430	0.439	0.485	0.432	0.052
Difference (within-school segregation from G&T)	-0.005	-0.004	-0.003	0.002	-0.002	-0.001

Notes: Table entries report mean values of the indicated segregation index. The reported between school figures use indices that sum over all of the schools in each district, while the reported between schools and G&T program figures use indices that sum over all school-by-G&T program combinations in each district. The mean values in Panel A give each school district equal weight, while the mean values in Panel B weight by total enrollment.

Figure A1: Ending a G&T Program and Total Enrollment

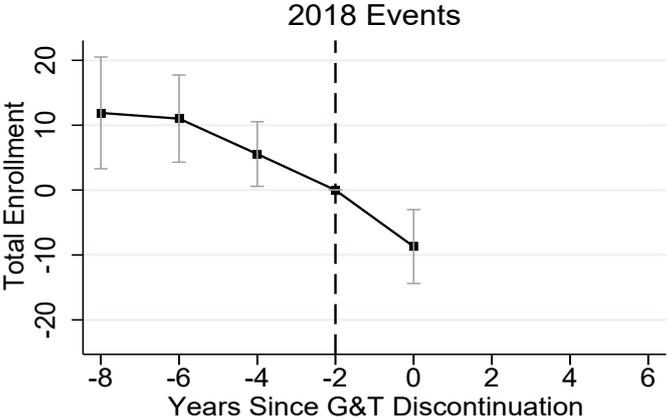
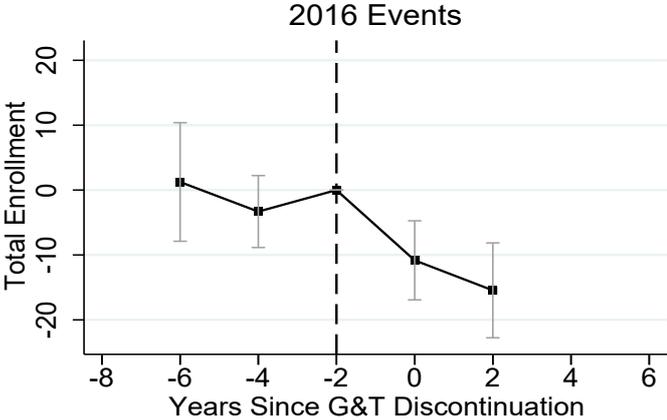
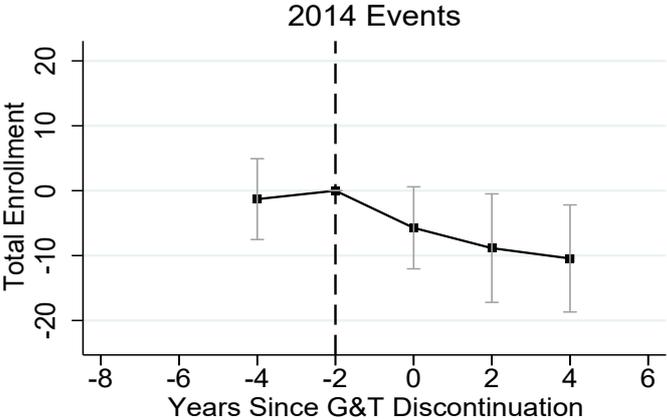
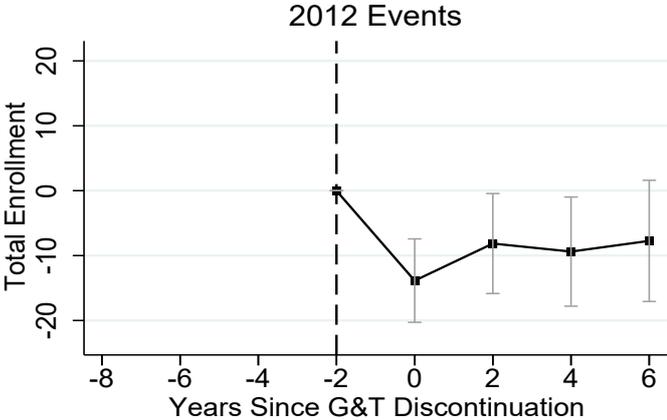


Figure A2: Ending a G&T Program and White Enrollment Share

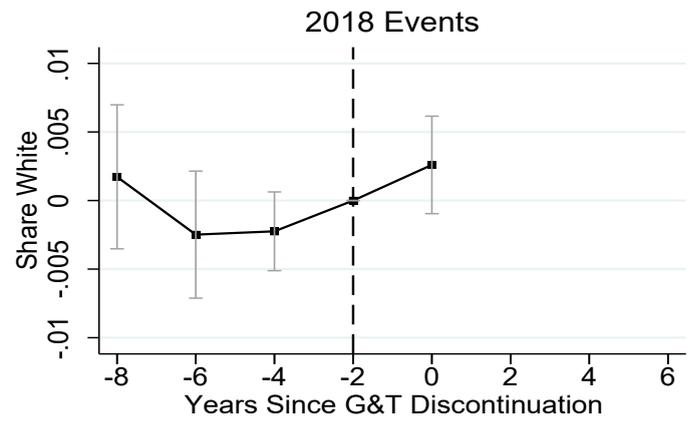
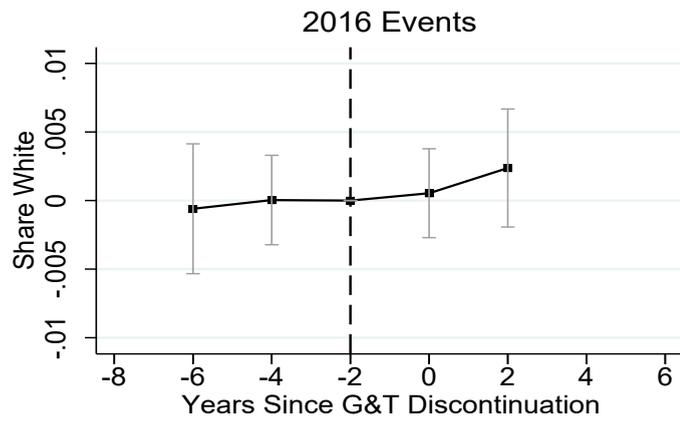
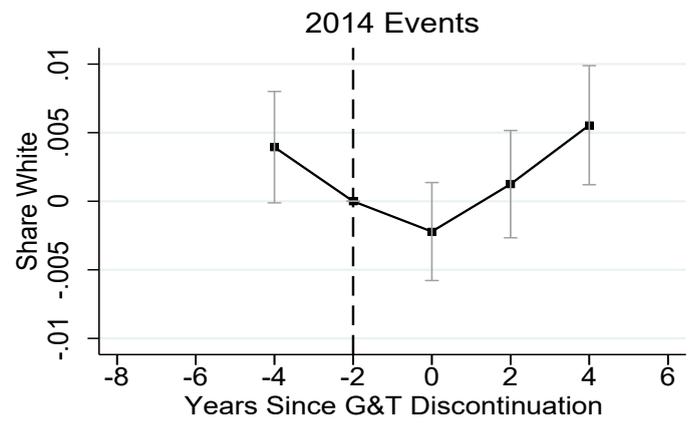
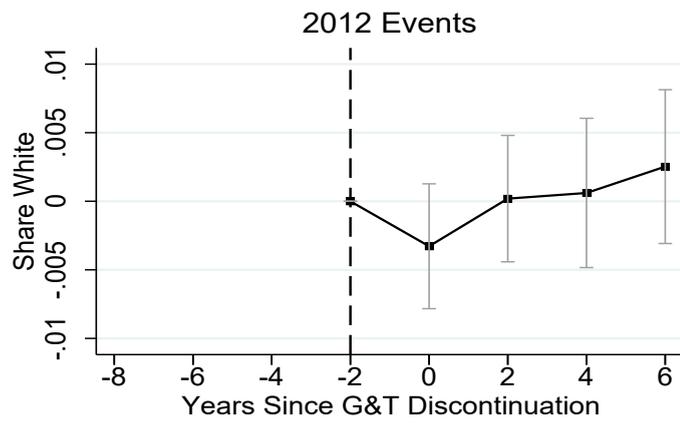


Figure A3: Ending a G&T Program and Black Enrollment Share

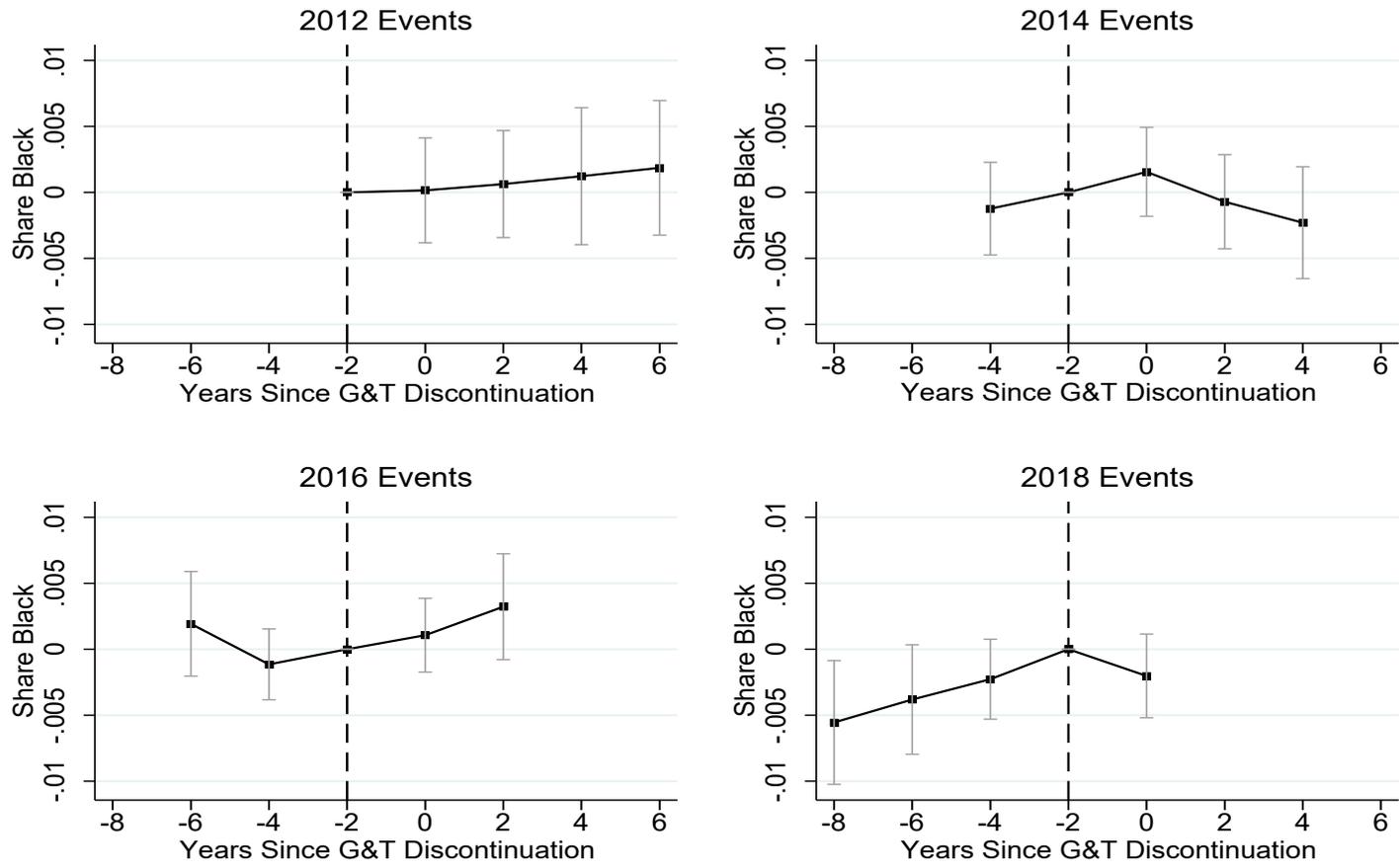


Figure A4: Ending a G&T Program and Asian Enrollment Share

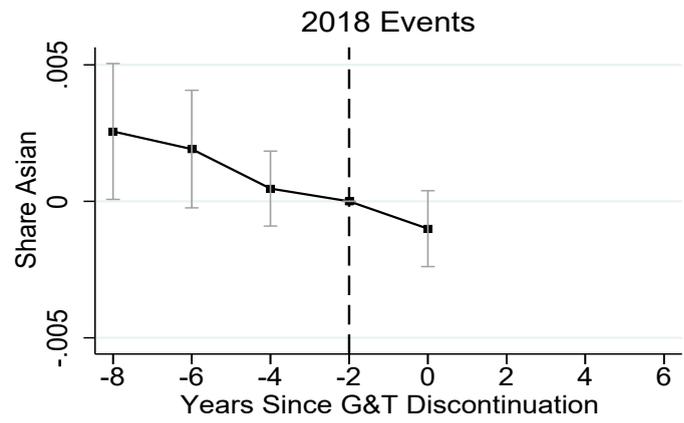
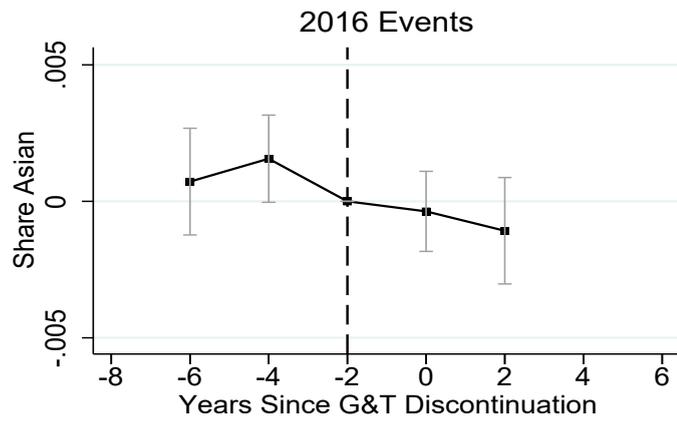
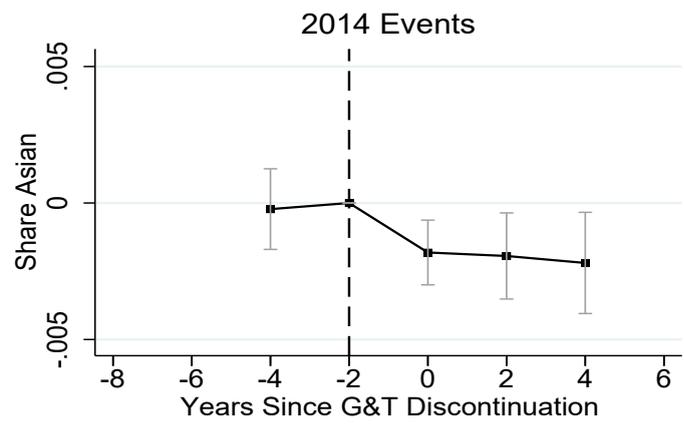
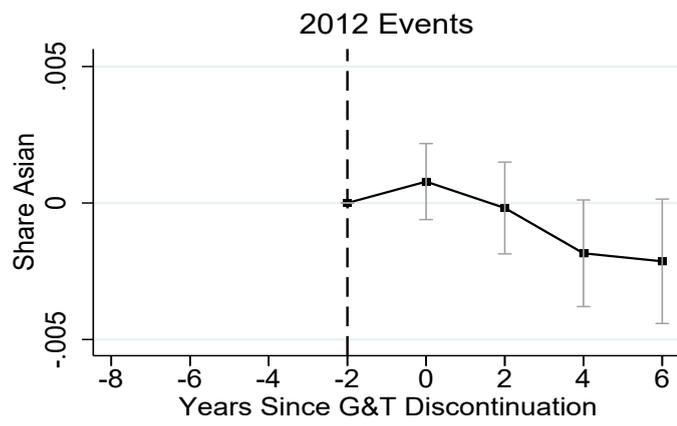


Figure A5: Ending a G&T Program and Hispanic Enrollment Share

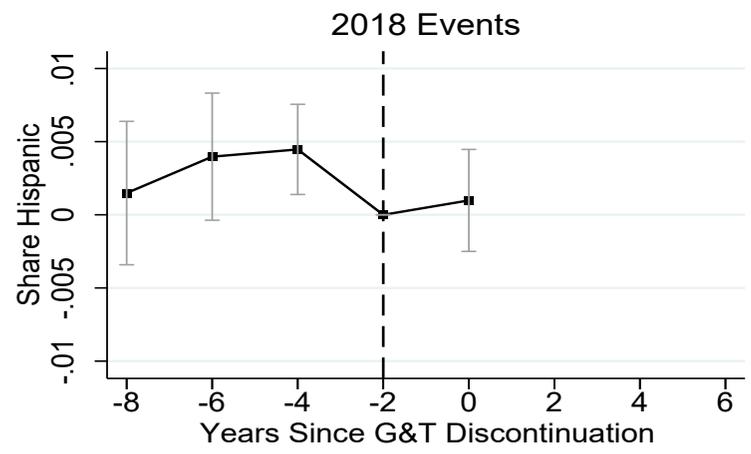
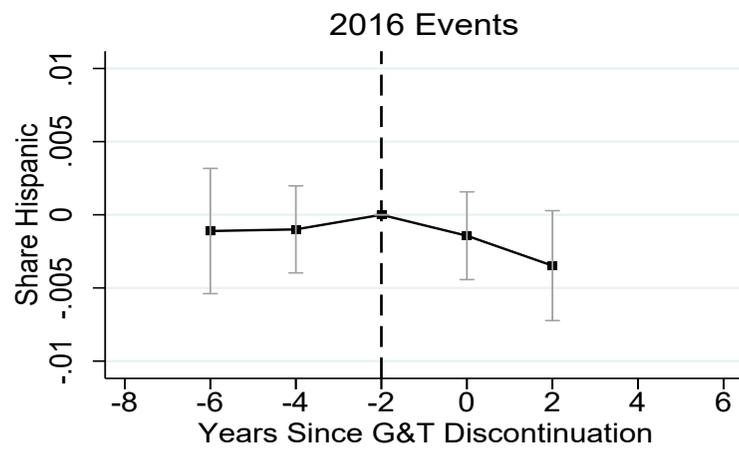
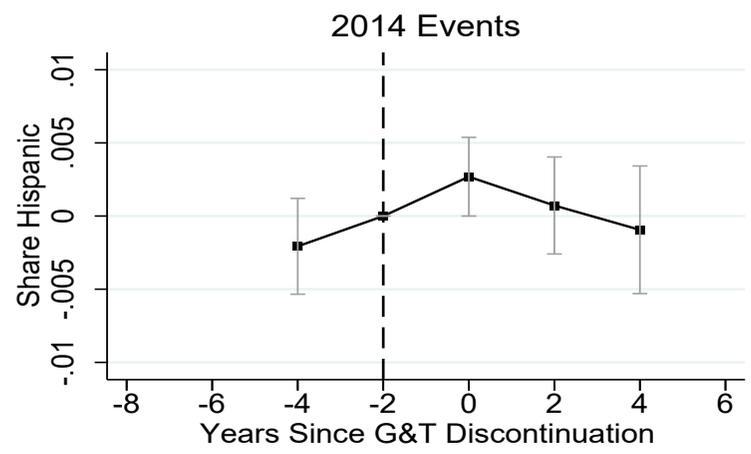
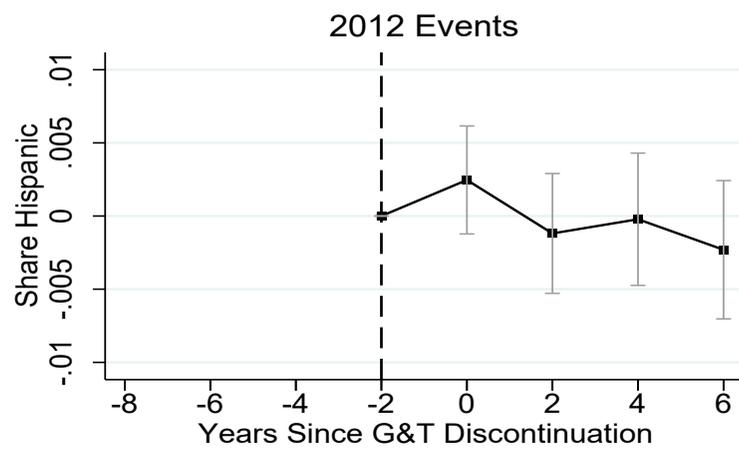


Figure A6: Ending a G&T Program and Native American Enrollment Share

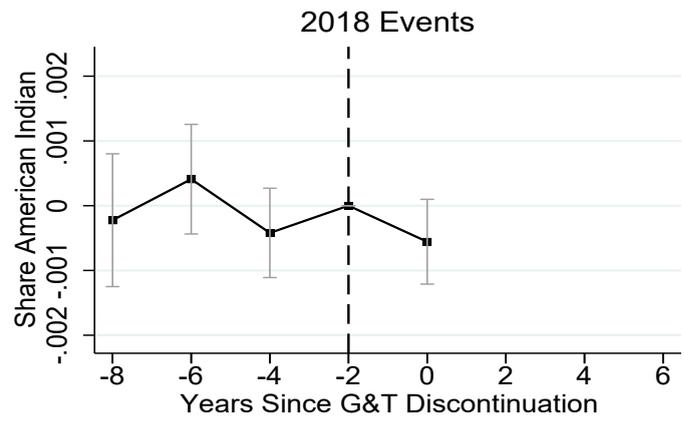
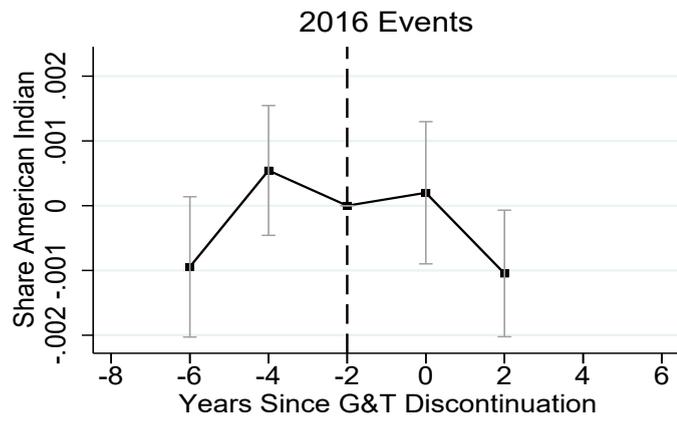
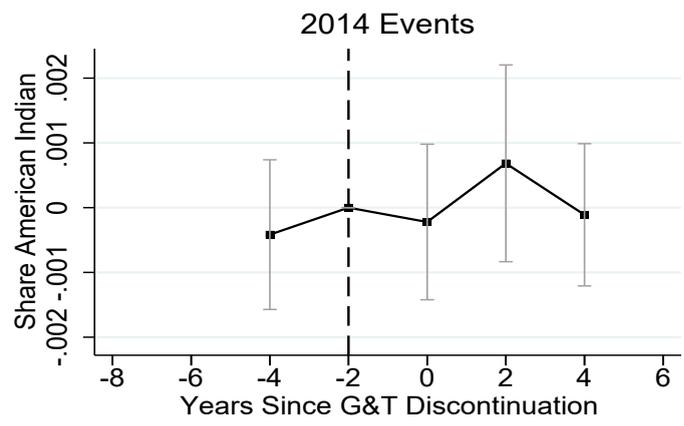
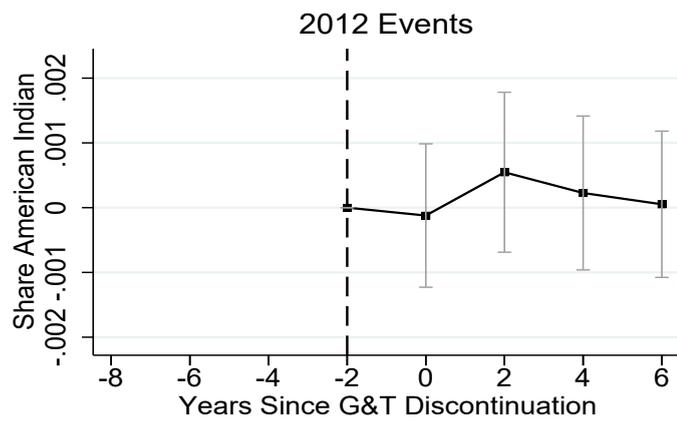


Figure A7: Starting a G&T Program and Total Enrollment

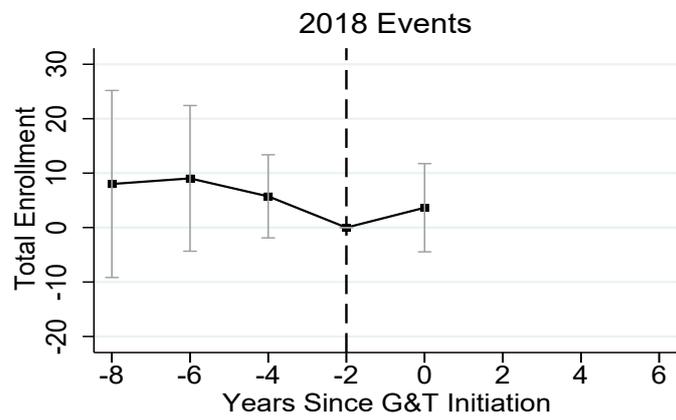
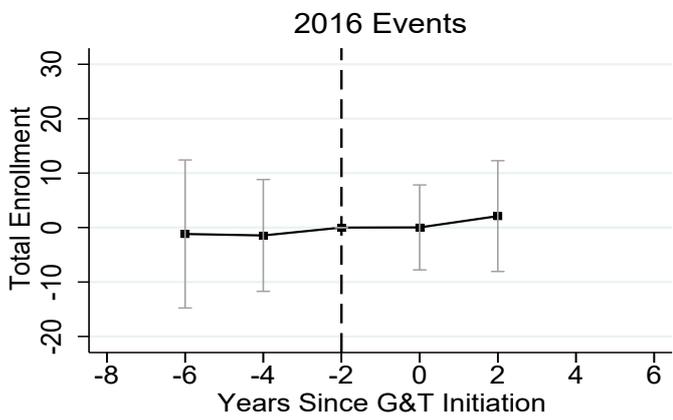
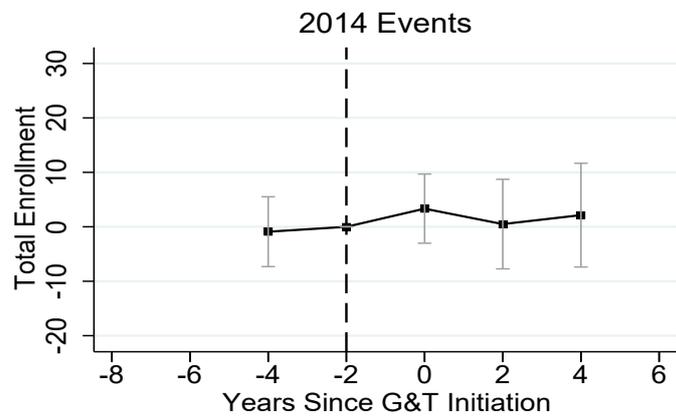
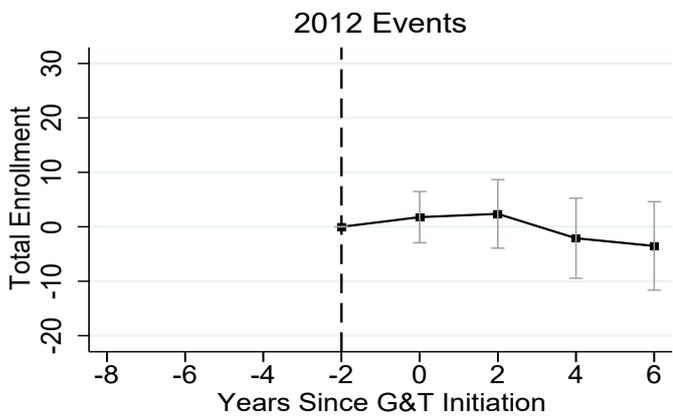


Figure A8: Starting a G&T Program and White Enrollment Share

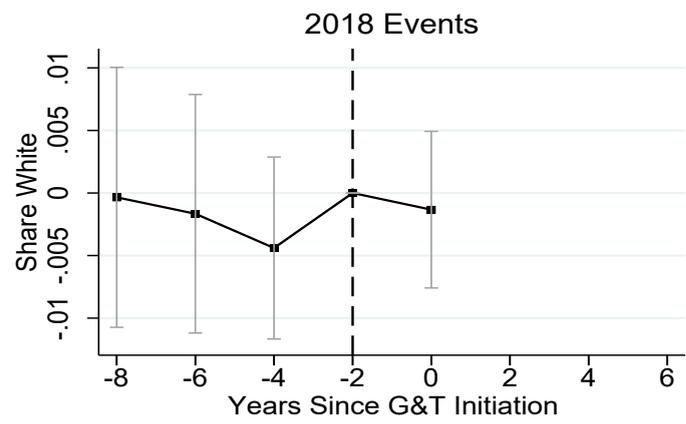
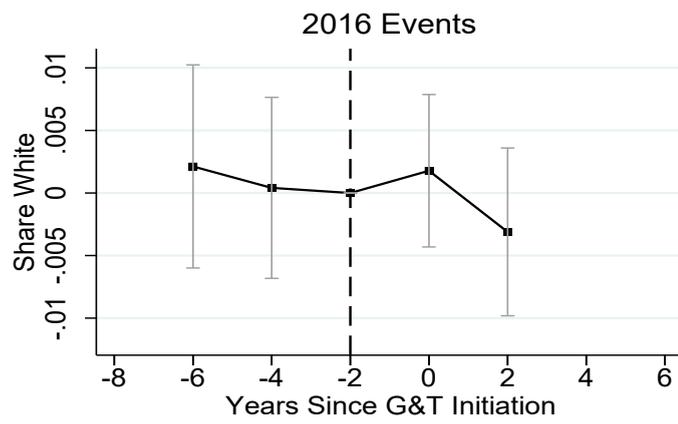
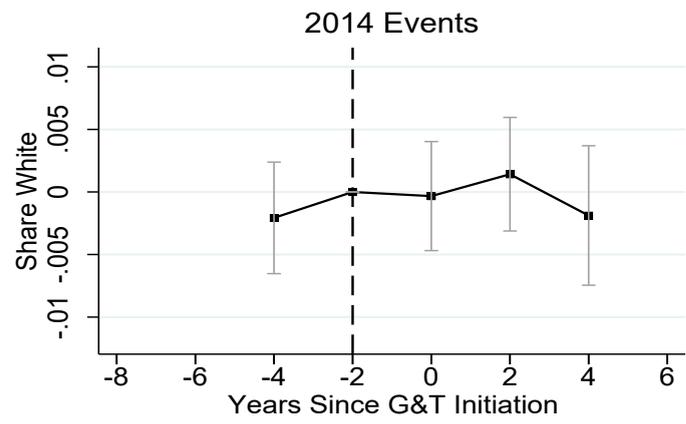
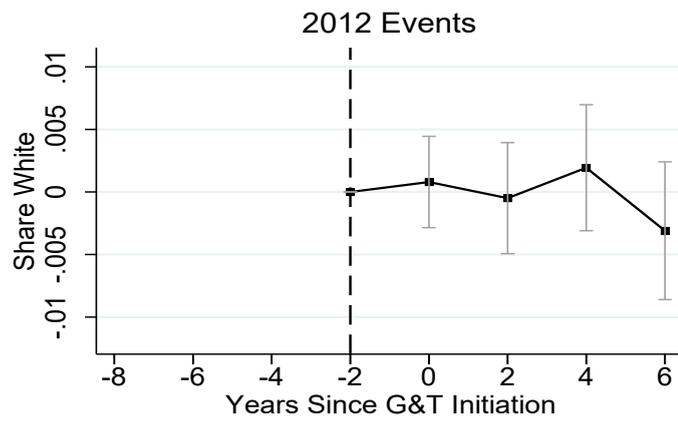


Figure A9: Starting a G&T Program and Black Enrollment Share

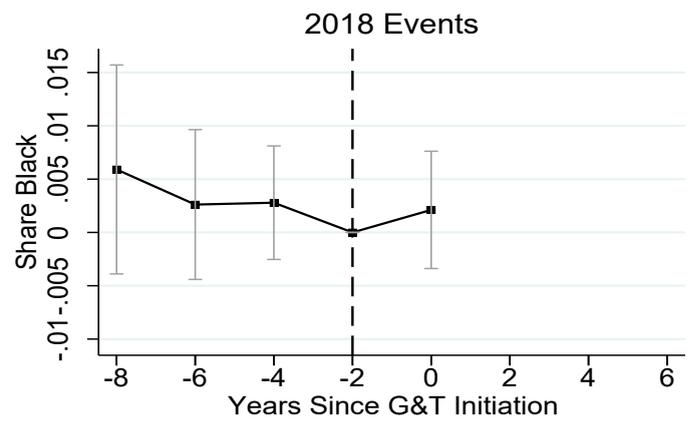
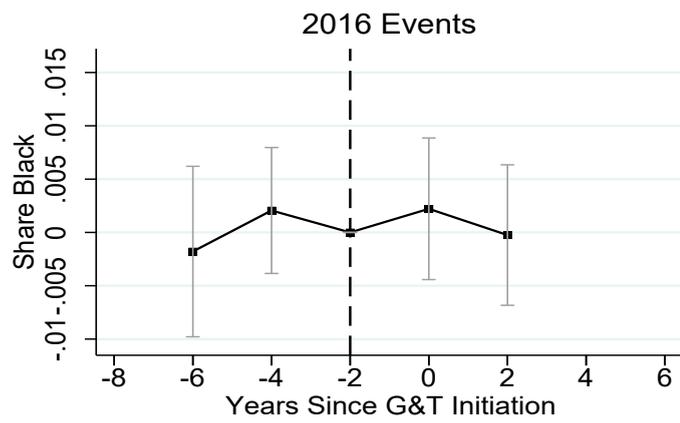
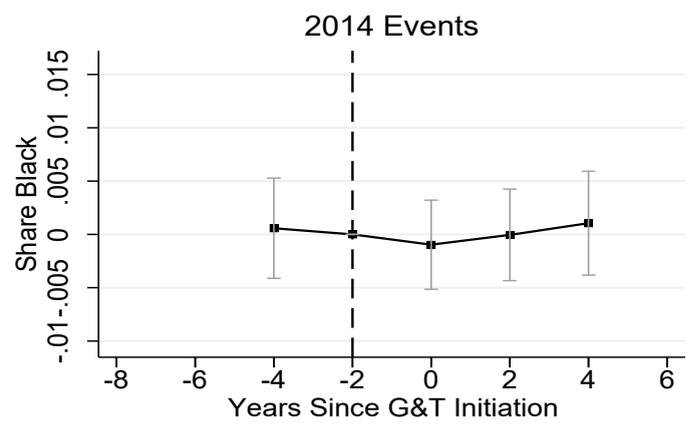
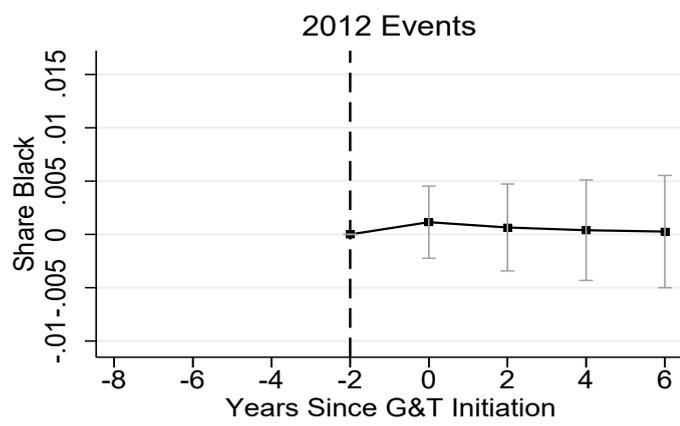


Figure A10: Starting a G&T Program and Asian Enrollment Share

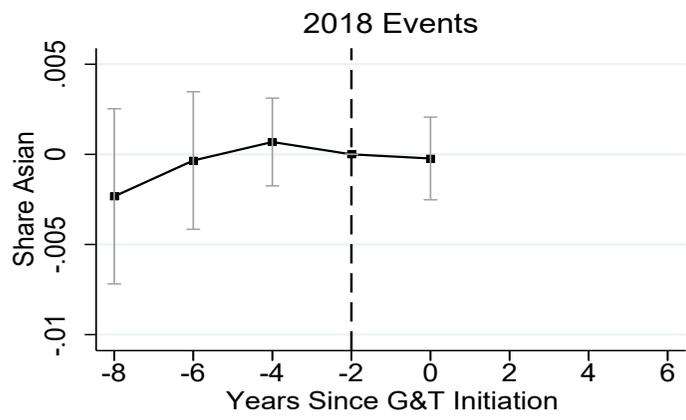
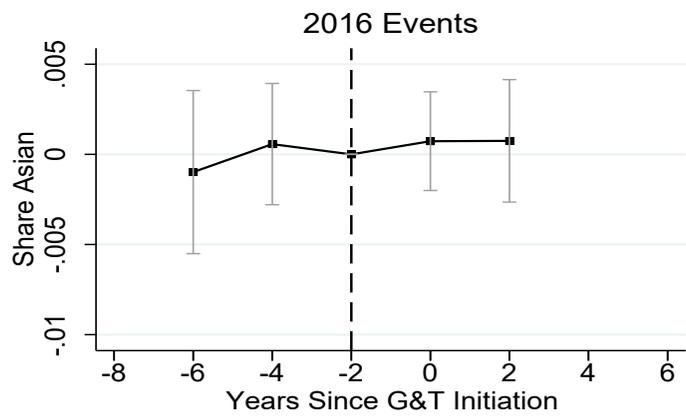
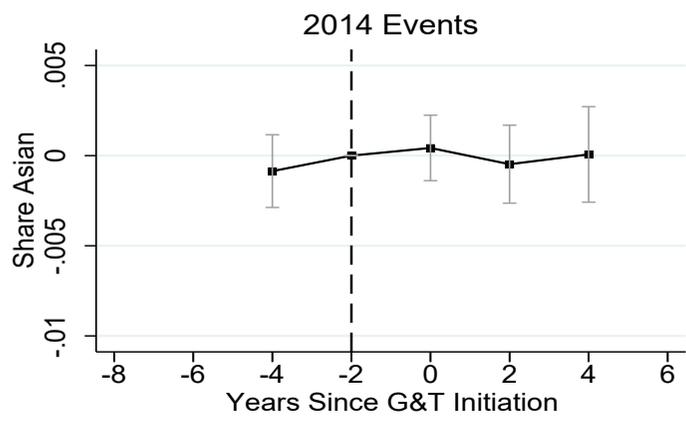
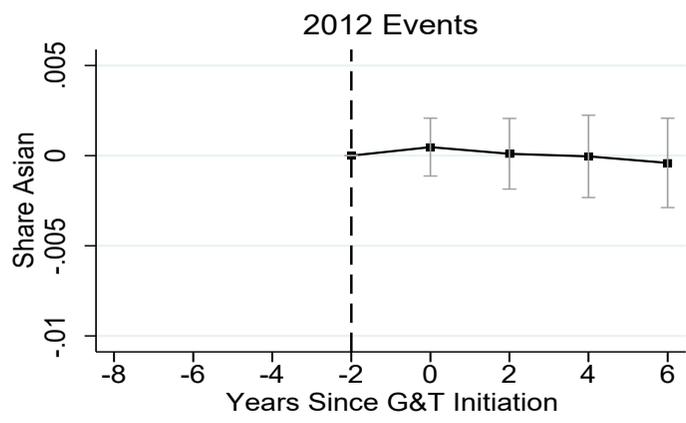


Figure A11: Starting a G&T Program and Hispanic Enrollment Share

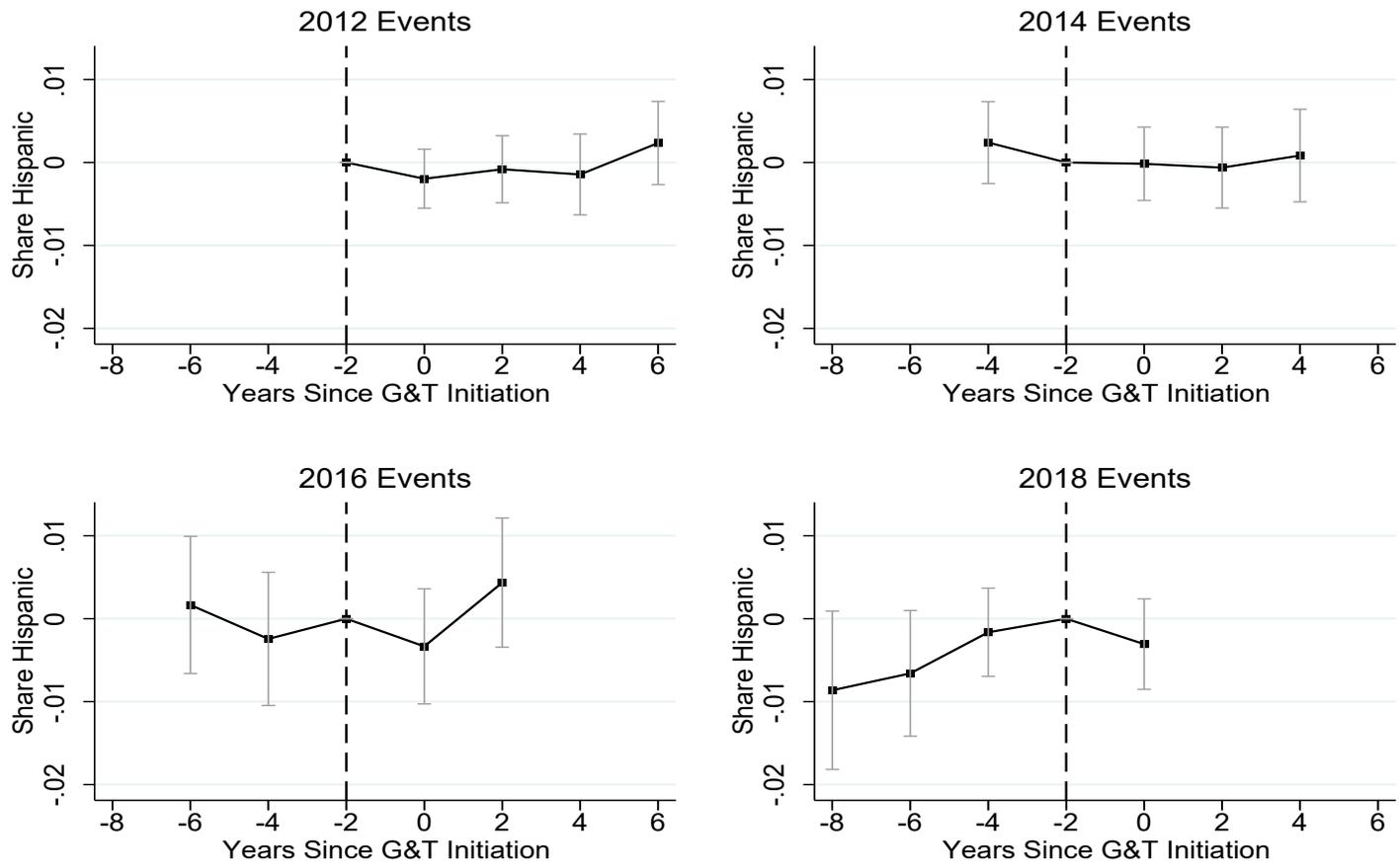


Figure A12: Starting a G&T Program and Native American Enrollment Share

