

Statewide Support for Gifted Education in Indiana: 1952 – 2019

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Abstract

This paper records the history of state educational advocacy and policy for high ability (or gifted and talented) students in public schools in Indiana for the period of 1952 - 2019. It examines the role of the federal and state government in funding and accompanying requirements with the added Indiana focus on “local control.” Through personal communication with key participants, examination of original documents relating to funding history, state department of education documents and newsletters, program descriptions, legislation, advocacy group newsletters, and university course offerings for teacher preparation, this paper examines the origins of gifted educational policy, traces the contributions of the various stakeholder groups that influenced that policy, and summarizes where gifted education stands in Indiana in 2019. A timeline of significant events is included.

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Introduction

Meeting the needs of all students and developing these students into productive citizens is the generally accepted purpose of publicly-funded schools and educational policies. However, the Constitution of the United States of America itself is silent on the subject of education. Historically, education funding and governance have been a local or a state responsibility in the United States, including services or policies for particular groups of students (Urban & Wagoner, 2004). In the last 60 years, issues associated with the needs of the nation, civil rights, and lack of equity of opportunity have led to the federal government influencing education through laws and funding support with attendant restrictions or requirements. A similar influence of state governments on local school programming through funding and requirements of what and how education is practiced is evidenced in gifted education. It is a fact the children differ from one another, and exceptional learners of all types, not just gifted learners, pose a challenge for schools in meeting their differing educational needs. Indiana has struggled with its role, particularly with the requirements and funding of services for its gifted and talented learners. This is a review of the history of state educational policy and advocacy for gifted and talented or high ability students in public schools in Indiana from the perspective of different stakeholder groups. A timeline is included to pull the stakeholder roles into a chronological perspective.

State education policy, generally influenced by federal funding and its accompanying requirements, has suffered from the lack of funding and regulation by the federal government. In addition, Indiana is primarily a “local control” state with a strong tradition of letting local communities prioritize competing funding needs. The Indiana Department of Education, positioned to influence and provide leadership for educational policy, can also negatively influence implementation of policy by being permissive in overseeing compliance related to statutes passed by the elected legislature. The Superintendent of Public Instruction, the leader of the Indiana Department of Education, historically has been accountable to the citizens of the state through being an elected official; however, beginning in 2021, the leader of the Department will become a

governor-appointed Secretary of Education. How that will influence gifted education in Indiana is unknown at the present time.

Citizens, including parents and educators, can influence public policy at the local or state level through the election of local school boards and members of The Indiana General Assembly. Universities can influence educators through preservice teacher training and subsequent professional learning. Parents and teachers can request or initiate change from inside their own schools or band together to influence more widespread change through advocacy. When the forces of society, including the perennial debate of who knows best for children, come to bear on the funding and types of programs available or required for school-age children, public education policy emerges. Based upon conversations with the participants, examination of original documents relating to funding history, program descriptions, legislation, newsletters, and institutional archives, this document chronicles the journey of gifted education policy and the roles of the various stakeholder groups that have influenced that policy in Indiana from 1952 – 2019.

Figure 1: Timeline for Gifted and Talented Education in Indiana

Year	Event or Status
1952 and before	A few school districts in Indiana provide local classes for gifted students. There is no involvement of the Indiana Department of Education and no involvement in education at the federal level.
1957	Russia launches the satellite Sputnik.
1958	National Defense Education Act demonstrates an increased federal interest in identifying talented students and strengthening instruction in math, science, and modern foreign languages.
1965	The Civil Rights Act passes. The Elementary and Secondary Education Act of 1965 officially moves the federal government into involvement with regulating public education.
1972	The USDOE publishes <i>The Marland Report</i> which provides a definition of giftedness.
1974	An Office of Gifted and Talented is established within the USDOE.
1975	Public Law 94-142 (Education for All Handicapped Children Act) requires educational services for all children with special education needs but does not include children with gifts and talents.
1976	Federal funds are used for the Indiana Study of Educational Needs and Programs of the Gifted and Talented. This is a needs assessment to determine what is in place in Indiana for gifted students and makes recommendations for further development.

1978	<p>Indiana Department of Education uses federal funding to hire a part time state consultant for gifted and talented education. This consultant drafted legislative language and advocated for designated funding.</p> <p>Parents and teachers organized the Indiana Chapter of The Association for the Gifted (TAG) as a division within The Council for Exceptional Children, changed in 1981 to be affiliated with the National Association for Gifted Children.</p>
1979	<p>The grass-roots advocacy organization, later to be named the Indiana Association for the Gifted (IAG), is involved in advocating for the first gifted education legislation for Indiana, including a definition and funding for local program development and training of professional staff. While legislation was not introduced, some state funding for local programs and training was appropriated.</p>
1981	<p>Federal categorical funding is merged into a block grant of funds, allowing but not requiring any of the block funds to be used for gifted and talented.</p> <p>Indiana passes its first G/T legislation by adding a new section to Indiana Code directing the IDOE to establish a program for gifted children.</p>
1984	<p>Indiana Governor Robert Orr requests \$4.6 million for gifted education with subsequent increases to \$11 million. Although specific later increases are not approved, support for subsequent advances is established. Results include establishment of The Indiana Academy and the Advanced Placement course requirements.</p>
1985	<p>The IDOE organizes leadership accessing symposia with national leaders in gifted education, administrators' training workshops, problem solving programs for students, model demonstration sites, a state advisory board, and a trained cadre of regional experts to provide technical assistance to schools.</p>
1986	<p>Ball State, Butler, Indiana State, Indiana University/ Purdue University at Fort Wayne, Indiana University at Indianapolis and at Bloomington, and Purdue University at Indianapolis and at West Lafayette all offered a Standard 12-hour G/T Endorsement.</p>
1988	<p>Jacob K. Javits Gifted and Talented Students Education Act of 1988 provides funding for specific research, demonstration projects, and personnel training related to students traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, limited English proficient, and disabled students. Some Indiana institutions receive grants for this research.</p>
1991	<p>The Indiana G/T Advisory Board supported by the State Board of Education brings together representative advocates of gifted education from all stakeholder groups to develop an Indiana State Plan. Indiana is seen as being on the cutting edge of gifted education.</p>
1993	<p>USDOE releases a report, <i>National Excellence: A Case for Developing America's Talent</i>, focusing on the "quiet crisis" of neglecting and underchallenging America's top students. A revised national definition is included. Some funding becomes available, but there is no mandate to identify or serve.</p>
1995	<p>Indiana Association for the Gifted organizes a Commission on the Future of Gifted/Talented Education in Indiana</p>
1996	<p>The Indiana General Assembly passes a Concurrent Resolution commending the Indiana Association for the Gifted for hard work and dedication to the gifted and talented children of Indiana.</p>

	IAG hosts the National Association for Gifted Children's Conference in Indianapolis.
1998	The IAG-led Indiana Commission on the Future of Gifted and Talented Education formulates language passed by the General Assembly establishing a state resources program for high ability students, a definition of a high ability student, and support for local districts to develop programs. (Although the final version stops short of mandating local program development, the language and the support are established.)
2000	IAG publishes a white paper: <i>Taking the Lid Off: Providing Educational Opportunities for High Ability Students in Indiana</i> for presentation to an Interim Study Committee of the Indiana General Assembly.
2003	IAG hosts the 50 th Anniversary Conference of the NAGC
2007	IAG produces a white paper for <i>The Indiana General Assembly: Cultivating Indiana's Home-Grown Academic Talent: The Case for High Ability Education</i> . Through continued efforts of the IAG, the Indiana General Assembly unanimously passes a mandate that all districts establish a program for high ability students.
2013	IAG hosts the 60 th Anniversary Conference of the NAGC; 1000 Indiana educators attend in Indianapolis.
2019	IAG celebrates 40 years of advocacy efforts on behalf of Indiana's High Ability Students. Attendance at the annual conference is consistent at 900.

Federal, State, and Local Roles and Relationships in Gifted Education

Early Initiatives in Indiana

In Indiana, no recorded state-level involvement in education for the gifted prior to 1957 was found, although scattered local interest was evidenced. In a letter found at the Indiana State Library and dated June 11, 1957, Kenneth Orr, the Director of the Division of Special Education of the Indiana Department of Public Instruction, wrote to Mr. Leonard of Cowles Magazines that there had been “considerable informal investigation” (Orr, 1957, p.1) of the planning of specialized education for gifted students. Orr stated that “Indiana’s public school program of special education is of the permissive type – local communities having the need and desire to offer a specialized program for a particular type of exceptional pupil” (p. 1). The process he identified was that local school districts petitioned the Commission on General Education of the Indiana State Board of Education for approval and financial aid for any particular program for handicap or exceptionality. “During my tenure (since September 10, 1956) no school system has asked for permission to establish a special class for the Gifted. Thus, the need for an interpretation in this area of exceptionality by the Commission on General Education has never arisen” (p. 1). Mr. Orr went on to note that

certain Indiana cities were offering or were in the planning stages of specialized education for gifted students; those cities were Indianapolis, South Bend, Goshen, New Castle, Fort Wayne, Terre Haute, New Albany, and Gary. He also identified basic issues that needed to be addressed: definition, what to do with students in isolated locations, how services could be organized in the range of school sizes, and curriculum. “Should all Gifted be oriented toward or regimented to a life in the sciences – which at the present time appears to mean either electronics or nuclear fission?” (p. 2). Gifted education was strictly a local matter in 1956 in Indiana, but there was recognition of and concern for gifted learners in many areas around the state.

An example of a local program to which Mr. Orr referred was the gifted program in place in the Indianapolis Public Schools. In a letter to parents within a brochure from the Indianapolis Public Schools (n.d.), Superintendent H. L. Shibler stated that “two special classes for gifted children were started here at the fifth and sixth grade levels in the fall of 1952...Two more classes ... in September, 1953, and four more in September, 1954...Other classes are being established as needed.” These classes were limited to children with group-test IQ scores of 130 or above who were further screened by individual tests administered by school psychologists and who had parent consent; the program continued through high school (Indianapolis Public Schools, n.d.).

Federal Support

The launch of Sputnik by the Soviet Union in 1957 resulted in a rethinking of the lack of federal involvement in gifted education. Federal funding of the National Defense Education Act (NDEA) of 1958 was intended to improve U.S. education to better meet the defense needs of the country (U.S. Department of Health, Education, and Welfare, 1959). One of the express purposes was to strengthen instruction in science, mathematics, and modern foreign languages. The Cold War increased interest and research on talented learners, their identification, and the role or importance of creativity. In a review of research on the education of academically gifted children in 1962, 66 studies are cited (Witty, 1962), documenting that interest. The NDEA was followed by the Elementary and Secondary Education Act of 1965 (ESEA), dubbed the “The Big Federal Move into Education” by *Time* magazine (“The Big Federal Move,” 1965). The U.S. Office of Education, in a 1972 Report to Congress established a definition of gifted children, known as the

Marland definition (named for Sidney Marland, then United States Commissioner of Education) which influenced many state definitions, including Indiana's.

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contributions to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential in any of the following areas:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual or performing arts
6. Psychomotor ability

It can be assumed that utilization of these criteria for identification of the gifted and talented will encompass a minimum of 3 to 5 percent of the school population. (Marland, 1972, pp. 10-11).

Indeed, these actions provided federal recognition of the conceptual importance of advanced instruction and encouragement for states to strengthen their services to local schools and districts. However, the federal government never required gifted education nationwide with associated program funding.

One example of what federal support was used for was an Indiana Study of Educational Needs and Programs of the Gifted and Talented in 1976, funded by the ESEA to the Indiana Department of Public Instruction and the La Porte Community Schools (Kahn, Iqbal, & Flodder, 1976). This plan contained a systematic and comprehensive review of what was being done in Indiana at that time, available resources, and the perceived needs of Indiana schools.

The Indiana Department of Public Instruction is committed to the concept of appropriate education for the gifted and talented as basic and essential to assuring optimum

development of all Indiana students. One of the Department goals is, therefore, to encourage and support development, expansion, and improvement of programs for gifted and talented students in the common schools of Indiana. (p. 1)

Findings from that 1976 study indicated that few programs existed; adequate identification strategies were lacking, but the majority of principals and teachers felt services were needed. A recommendation was made to select individuals on multiple criteria, including the relationship of the student's ability to that of others of the same cultural, ethnic, or socioeconomic group. With that broader definition, "a minimum incidence of 6% is justifiable" (p. 71). Another recommendation included the establishment of systematic and organized planning at the state and local levels with an appointed state-wide advisory group. Another recommendation declared schools should "generate and implement a flexible system of alternatives that might include combinations of acceleration, grouping, and enrichment" (p.72). The report went on to say each Local Education Agency (LEA) should establish a planning committee to develop a comprehensive plan, and ongoing in-service activities should be available to all professional staff. The State should provide leadership and financial support. The Department should provide technical assistance, and the schools should remove barriers such as early school entrance, early matriculation, and Advanced Placement courses (Kahn, Iqbal, & Flodder, 1976). These were the recommendations of the federally funded needs assessment for Indiana schools in 1976.

Federal funding provided support for the first part-time state consultant for gifted and talented at the Indiana Department of Public Instruction (DPI). In a report of a February 1978 meeting of the grass-roots advocacy group that later became the Indiana Association for the Gifted, Charles Whaley was identified as the person from the DPI in that position ("Indiana CEC Organizes TAG Chapter," 1978). However, in 1981, categorical programs, including gifted and talented programs and several other special programs, were consolidated into a "block" for funding purposes, allowing federal funds to be used for gifted education, but not requiring that specific use. The federal government had stepped back from its foray into gifted education. It maintained very limited involvement after that to the current day. The Jacob K. Javits Gifted and Talented Students Education Act of 1988 provided, and still provides funding for a specific program of research, demonstration projects, and personnel training with specific attention paid to students traditionally

underrepresented in gifted and talented programs, particularly economically disadvantaged, limited English proficient, and disabled students. Although Indiana has been the recipient of some Javits funds allocated for specific research projects (e.g., Bowen & Keirouz, 1991), this funding did not have a direct or general effect on policies of the state or of local schools. In each budget cycle, the Javits Funding is under threat of being eliminated.

The United States Department of Education (USDOE), Office of Educational Research and Improvement, produced a report in 1993, *National Excellence: A Case for Developing America's Talent* (U.S. Department of Education, 1993). The report focused on the quiet crisis of neglecting and under-challenging the talents and abilities of top students. A revised national definition was crafted:

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (U. S. Department of Education, 1993, p. 26)

With this report, the federal government provided guidance in the way of a definition of the gifted learner, limited funding to assist in studying these needs, and some funds to provide state leadership, but the federal government did not *require* its definitions or requirements for services for gifted children be implemented. As will be seen from looking at state law and funding, Indiana provided a similar role to local school corporations through its Department of Education until 2007.

The Indiana General Assembly and State Board of Education: Requirements and Funding

Planning for the first Indiana legislation relating to the education of gifted students occurred in 1979. According to the Indiana Association for the Gifted (IAG) newsletter, draft language for

possible legislation included a definition similar to the USDOE definition and would have “provided a mechanism for funding local programs within the state and for the training of professional staff.” However, “The Department of Public Instruction does not plan to submit any proposed legislation on gifted/talented education until comparison studies of the programs of other states have been made and their programs evaluated” (p. 3).

What was introduced and passed first was a non-code act to appropriate funds for fiscal year 1980-81. The act included \$26,038 to pay the salary and benefits for a state coordinator for the development of the programs on the needs of gifted and talented students and \$40,000 to assist local school corporations in defraying the costs of programs designed to serve gifted and talented students (Indiana Public Law 216, 1980).

The first passed legislation that changed the Indiana Code to include gifted students was Public Law 200, passed in 1981 (Program for gifted children, 1981). This act amended the section of the Indiana Code relating to optional curriculum for students (IC 20-10.1-7) by adding a new section. Indiana Code directed the Department of Public Instruction to establish a program for gifted children by December 31, 1982, “to encourage gifted children to develop to their greatest potential their intellectual, social and artistic skills.” A definition was given; program elements were listed; other details were included “in order to provide expanded educational opportunities which cannot be appropriately achieved in regular school programs” (Program for gifted children).

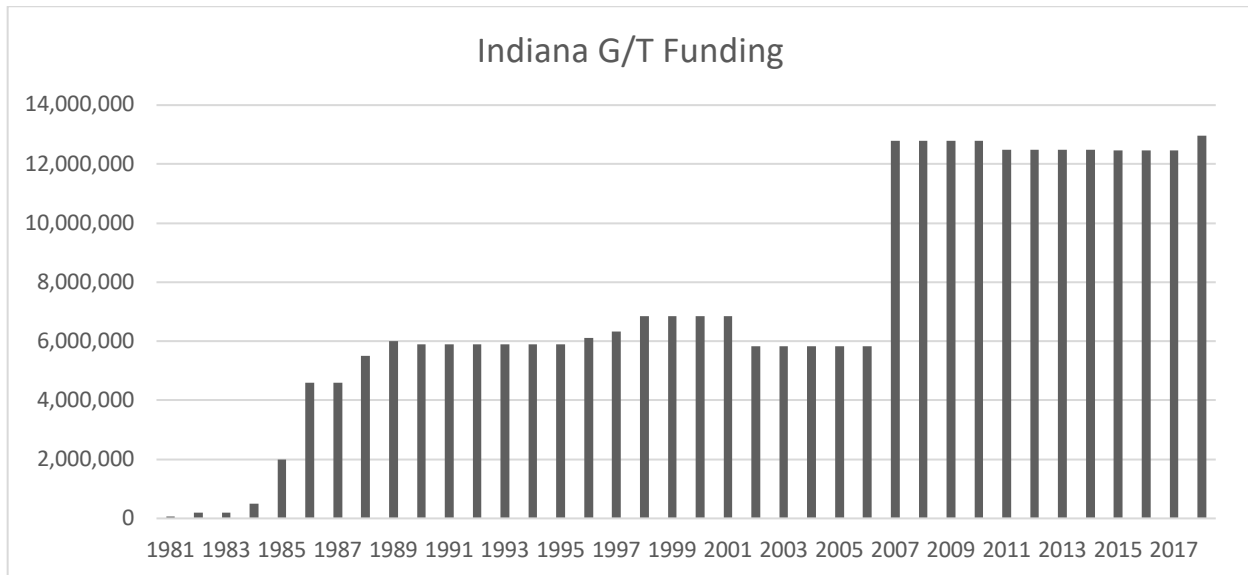
The next major move forward occurred in 1984 when Governor Robert Orr requested \$4.6 million from the Indiana General Assembly for gifted education, proposing that the amount be increased to \$11 million by 1987, and for Indiana to establish a residential high school for math, science, and language arts, as well as summer institutes at the state’s major public universities (Najjar, 1984; Najjar, 1985). A Governor’s Scholars Academy for summer programs for gifted high school students was authorized in 1986, funded in 1987 for one year (“Ball State to Operate Governor’s Scholars Academy,” 1989), but had its funding rescinded after one year (Allington, M., 1989).

The residential high school, the Indiana Academy for Science, Mathematics, and Humanities (Indiana Academy), based at Ball State University, was created by the Indiana General Assembly

in 1988 with a separate line item in the state budget. It opened in the fall of 1990 (Stafford, 1990a). The Academy's funding was not part of the separate gifted and talented funds nor a part of university funding; the funding for the Academy was \$450,000 for 1989-90 and \$2,000,000 for 1990-91 (Ball State University, 1989). Another related effort was the support for Advanced Placement (AP) courses; Indiana required schools to offer AP courses, paid the exam fees for students in core content areas, and provided teacher training when funding allowed. This began in 1990 (Stafford, 1990b; Sayers, 1991) and continues in 2019. Although the focus of AP programs includes gifted high school students, the support for Advanced Placement also includes a broader segment of the student population. The Indiana Academy and the statewide Advanced Placement program are separately funded. A more extensive treatment of the history of those two areas is not included here.

The first of several requests to change the program for gifted children from optional to required began during the Orr administration with the 1985 General Assembly (House Bill 1556, 1985). This initial request required each school corporation to offer a program, to distribute \$20,000 to each school corporation to hire a G/T Coordinator, and to require the coordinator to have G/T certification by 1990. However, there was no accompanying legislative mandate requiring the details outlined in this request. In each budget cycle, an increased appropriation was requested. However, Governor Orr's original longer-term funding plan did not increase but remained relatively stable until Governor O'Bannon announced \$30 million in K-12 education budget cuts for the state fiscal year that began July 1, 2002. G/T funding was cut 15%. Funding remained stable from 2002 until 2007 when funding was more than doubled to support the mandating of identification and services for all school corporations. The pattern of all public G/T funding is shown in Figure 2.

Figure 2. Funding for Gifted and Talented from 1981 – 2017 (A. Marschand, personal communication, December 1, 2006; 2007-2018, public record.)



The 109th Session of the General Assembly in 1995 was the next push to mandating gifted education in Indiana. In that Session, Representative Phil Warner sponsored a Concurrent Resolution (Appendix A) stating: “The General Assembly recognizes and commends the Indiana Association for the Gifted for their hard work and dedication to the gifted and talented children of Indiana.” This was official recognition of what was to come eventually with Senate Enrolled Act 389, effective July 1, 1998. This bill was based on the work of the IAG-led Indiana Commission on the Future of Gifted and Talented Education. Senate Enrolled Act 389 updated the language from the original 1981 Public Law 200, established a state resources program for high ability students and allowed the LEA to plan and provide a program for high ability students in the school corporation at all grade levels (Senate Enrolled Act 389, 1998). The language in Indiana Code and in Indiana Administrative Code specified definitions, what programs were to include, and what the state line item in the budget could fund. While the language changes passed, the mandate portion of this legislation requiring all LEAs to identify and provide services was not passed in 1998 and was brought back in 1999 where it passed the Indiana House but fell short in the Senate by eight votes (Pappas, 1999). Senate Enrolled Act 389 defines a high ability student:

Sec. 3. "High ability student" means a student who:

- (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests. (IC 20-36-1-3).

During the period of 1999 to 2006, small changes were proposed and made to the Code and Rules related to Gifted and Talented or High Ability learners with the dual purpose of improving the law and continuing to shine a light on the need for gifted education. An Interim Study Committee was called in 2000 to investigate High Ability Education and its need in Indiana. Some of the advances during the years that followed included:

- IC 20-31-2 defining an “Exceptional Learner” as a child with a disability or one with high ability. (2005)
- IC 20-31-5 requiring School Improvement Plans to address the learning needs of all students, including programs and services for exceptional learners. (2005)
- IC 20-33-5-7 providing state reimbursement for curricular materials for high ability students needing textbook assistance. (2005)
- IC 20-36-5 allowing students to earn some high school credits toward graduation or the Academic Honors Diploma by demonstrating proficiency. These students are then not required to complete a specified minimum number of semesters in order to graduate or attain the Honors Diploma. (2006)
- IC 20-43-10-2 restricting the honors diploma award funds to be used for expenses related to staff training, program development, equipment, supplies or other expenses directly related to the corporation’s honors diploma program and the corporation’s program for high ability students. (2006)
- Rule 511 of the Indiana Administrative Code elaborated on what constituted a “program,” specified who should be on the Broad Based Planning Committee and required that written plans for the five areas described in Code be available for public inspection.

Repeated advocacy efforts related to requiring identification and services provided background information relative to the needs of High Ability learners to the legislature. The Indiana Association for the Gifted worked closely with Senator Theresa Lubbers as Chair of the Senate

Education Committee and Senator Luke Kenley of the Senate Appropriations Committee. Senator Earline Rogers, Representative Greg Porter, Representative Robert Behning, and others provided critical support in both Chambers. In 2007, the Indiana General Assembly unanimously passed Senate Bill 408 (Senate (49-0) and House (94-0)) mandating that Indiana school corporations identify high ability students and provide appropriately differentiated curriculum and instruction in core content areas, K-12. This included much of the language passed in 1998 but changed the critical “may” to “shall” in this sentence: “A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12.” The language, effective July 1, 2007, is shown below and a photograph of the bill signing can be found in Appendix A.

SECTION 2. IC 20-36-2-1, AS ADDED BY P.L.1-2005, SECTION 20, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2007]:

Sec. 1. (a) The department shall establish a state resources program using designated state resources that:

- (1) supports school corporations in the development of local programs for high ability students;
- (2) enables educational opportunities that encourage high ability students to reach the highest possible level at every stage of the students' development; and
- (3) provides state integrated services that include the following:
 - (A) Information and materials resource centers.
 - (B) Professional development plan and programs.
 - (C) Research and development services.
 - (D) Technical assistance that includes the following:
 - (i) Student assessment.
 - (ii) Program assessment.
 - (iii) Program development and implementation.
 - (E) Support for educators pursuing professional development leading to endorsement or licensure in high ability education.

(b) In addition to the program established under subsection (a), the department shall use appropriations to provide grants to school corporations for programs for high ability

students under section 2 of this chapter in an amount determined by the department that is based upon a set minimum amount increased by an additional amount for each student in the program. A school corporation's program must align with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for the schools within the school corporation. A school that receives a grant under this subsection shall submit an annual report to the department that includes the following:

- (1) The programs for which the grant is used.
- (2) The results of the programs for which the grant is used, including student general assessment results, program effectiveness, or student achievement.

SECTION 3. IC 20-36-2-2, AS ADDED BY P.L.1-2005, SECTION 20, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2007]:

Sec. 2. A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components:

- (1) The establishment of a broad based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.
- (2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.
- (3) Professional development.
- (4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources.
- (5) Evaluation of the local program for high ability students.

Reasons for support for the legislation included:

- The need had been recognized but under-addressed for more than 50 years in Indiana.
- This legislation promoted practices to ensure that more students from traditionally underrepresented populations would be identified.
- Local control related to HOW students were served, not IF they were served.
- The language had already been in place for nine years; the STN number was in place to allow for accountability; the Department already had statewide services in place for support.
- Indiana was behind other states in comparisons of the achievement of top students on the College Board's Advanced Placement exams.

In the period following the passing of the mandate, there were not as many legislative proposals that affected high ability education. However, some legislation or rule changes were proposed that required legislators to be educated on their ramifications. Three such proposals that required attention included:

- A proposal before the State Board of Education in 2012 for a change in the G/T Licensure requirements would have allowed applicants to receive a license if they were able to pass a standardized test over basic principles. It was important for the State Board members to understand that the passing score on the test should be in addition to university coursework in gifted education that included performance based assessments demonstrating the candidate's ability to construct curriculum appropriate for high ability learners, ability to teach a classroom of high ability students, ability to develop an appropriate identification process for high ability students, etc. IAG advocates successfully testified for the addition of the test to the coursework instead of the replacement of the coursework with the test.
- A piece of legislation was passed in 2013 that released "qualified districts or qualified high schools" from following statutory provisions related to a number of requirements, including those regarding implementing high ability programs and services. Advocates from IAG shared evidence with legislators explaining that the criteria for "qualified schools" did not include any related to high ability; legislators then supported removing high ability from the list of those non required statutory provisions in 2016.

- A request from IAG to the House Ways and Means Committee for an increase in funding specific to paying for a reasoning measure (e.g., CogAT) for all districts was made in 2017 with the result of earmarked language within the Gifted and Talented line item allocating a separate amount to be used only for costs associated with that measure. G/T saw an increase in the line item for the second biennium for \$500,000 earmarked for use in paying for a reasoning measure for identification.
- A clarification was requested by IAG in 2017 for more specific language in the high ability section of Code to restrict the use of grant money from the G/T line item for expenditures specific to High Ability. This was included in legislation.
- During the 2018 Legislative Session of the Indiana General Assembly, House Bill 1398, was presented for a group of school districts that wanted to collaborate in developing job training programs for manufacturers in the local areas. This collaboration would allow the participating districts to suspend certain statutes or rules if related to a specific goal of the coalition. High Ability was not on the list of protected rules. IAG advocacy efforts were successful in high ability being added to the code sections that are not able to be suspended in such a coalition.
- During the 2019 session, the Governor's Budget proposed cutting the Gifted and Talented Line item by the amount of unused funds from the previous year and eliminating the earmarked language for the reasoning measure. Through IAG advocacy efforts, the funding and language were restored. In addition, House Bill 1400 called for an extensive list of educational mandates found within Code to be reviewed by Interim Study Committees in the following three years for recommendations for possible streamlining or elimination. High Ability is included in the list of Code sections for review in 2021.

In 2019, legislator attempts to reduce grant support, requirements, and accountability for the High Ability students in Indiana schools continue to be introduced. Code and Administrative Rules related to high ability students effective in 2019 are included in Appendix D to this report.

Indiana Department of Public Instruction/ Indiana Department of Education

Charles Whaley, the first consultant for gifted and talented (G/T) in the Department of Public Instruction, spoke out in 1979 saying that designated funds needed to be in the DPI budget, that at that time funding was federal or local and there would be little advance without state commitment. He called for mandating programs and the accreditation of teachers (“Gifted Education in Indiana,” 1979). This strong intention was subsequently hampered by staff turnover of eight different state gifted consultants within a five-year period, some of whom had multiple responsibilities at the same time (P. B. Stafford, personal communication, December 4, 2006). However, although federal funding disappeared, state funding increased during the 1980’s. The Indiana legislature budgeted separate money for G/T in a grant to the Indiana Department of Education (IDOE). The Department then made grant monies available to school corporations by application. Other funds were used to establish resource centers for lending materials (Shared Information Services), an annual conference, leadership accessing symposia that brought in national leaders in gifted education, administrators’ training workshops, problem solving programs for students, model demonstration sites, a state advisory board, and a trained cadre of regional experts to provide technical assistance to schools (Stafford, 1988). The emphasis at the Department of Public Instruction was on leadership, curriculum planning and instruction (Indiana Department of Education, 1985). Program Manager Pat Stafford organized the *G/T Indiana* newsletter, published by the Indiana Department of Education, that chronicled the extensive involvement of the IDOE in gifted education. In addition, the IDOE was actively involved in assisting with the development of the Governor’s Scholars Academy (Stafford, 1989a). The Indiana regional Education Service Centers (ESC’s) were created by the State Board of Education, benefitting the gifted and talented by providing a venue for regional staff development meetings (Stafford, 1989b). The IDOE provided leadership, technical assistance, professional development opportunities, and grant funds for all Indiana schools to assist in establishing local programs and building local expertise.

Shifts occurred over time in the role of the Department of Education in seeking improvements in local services for gifted learners. As noted elsewhere, the first state consultant was involved in preparing legislation and encouraging advocacy among gifted education supporters; later consultants were not always able to be involved in that same way. Administratively, G/T has

moved into different departments, sometimes with special education, sometimes in curriculum, and currently with other special populations. Although the location within the department varied with revised organizational charts, Public Law 200 in 1982 directed the DPI to provide technical assistance to school corporations statewide, manage model sites, and work to enhance the quality and longevity of programs (“Gifted and Talented Programs,” 1987). Because it is a special area of education with its own need for understanding the research base for this group of learners, it requires specific background knowledge of the personnel in charge of its administration. The Department did not always have someone with the requisite background knowledge, expertise, or experience to fill the consultant role. This variation led some administrations to focus strictly on responding to the field while others were able to take a more proactive role of providing leadership in developing and improving local programs.

A State G/T Advisory Board developed a State Plan in 1991 that gained the support of the State Board of Education. In that plan, a mission statement was developed, including six goals and specific activities that would lead the efforts of the gifted community in Indiana. “Gifted/talented children should have educational experiences which help them meet their full potential and enable them to enter creative leadership positions in society” (Indiana State Plan, 1991, p. 1). The goals were to: provide policy direction and leadership, promote exemplary practices and innovations in teaching and learning for the gifted/talented, promote implementation of a long-range strategy for financing gifted/talented education, establish standards, attract and retain effective school personnel, and ensure that the curriculum and instruction is responsive to the needs of gifted/talented students (Indiana State Plan, 1991). In a 1991 report the IDOE noted that 256 of 297 Indiana school corporations had received grants for student programs, nearly 7,000 students participated in the Midwest Talent Search, 202 administrators participated in differentiated training events, more than 700 heard national speakers, and nearly 500 local professional development sessions were held (Stafford & Keirouz, 1991). In the late 1980’s Indiana was acknowledged to be on the cutting edge of the field of gifted education (e.g., Moon, 1990; “Commitment into Action,” 1991); new Advanced Placement initiatives were developed; the International Baccalaureate program arrived in Indiana; Indiana designated G/T Model Sites, formed a technical assistance cadre, and developed a system of libraries for the free sharing of materials; the Leadership Accessing Symposia brought the national leaders in the field to Indiana

on a regular basis; a gifted endorsement for teachers was outlined; the Indiana Academy and the Governor's Scholars summer program were launched; at least four major state universities had a significant number of course offerings for teachers of the gifted; a professional community of scholars and practitioners emerged; there was ongoing work with the legislature; the Indiana Association for the Gifted had 750 members; practitioners looked to the Department of Education to tell them what was going on in the state, to provide and coordinate their opportunities, and to lead with vision. The Indiana Department of Education was coordinating efforts and providing strong leadership.

However, when key players change, or services are reorganized, or funding is cut, or "reform" movements sweep through, the focus of an organization or a movement may also change. Whatever the underlying reason, there was a leadership philosophy change around 1994, and only three more issues of the *G/T Update* newsletter of the Indiana Department of Education were available in records in the Department in 2006.

During 1994, the Indiana Association for the Gifted convened an Indiana Commission on the Future of Gifted and Talented Education (Indiana Commission, 1994) calling for strong and knowledgeable leadership at the state level. This was a time of limited progress in high ability education. Teacher licensure was changing, and school accountability was emerging in the form of required testing of all students. Indiana had economic shortfalls resulting in reduced funding to G/T. In a 1998 Annual Report of the Indiana Department of Education, the Mission of the IDOE was pronounced:

The mission of the Indiana Department of Education is to serve the citizens of this state by fulfilling its statutory responsibilities, implementing the policies of the State Board of Education, and supporting the priorities of Indiana's Superintendent of Public Instruction. The Department will focus its resources to promote higher standards and greater levels of achievement for all students. (p. 4)

The IDOE had retreated from a leadership role; records of a state plan specifically for gifted education were not found for that period.

In 2001, after ongoing IAG advocacy meetings with various interested parties, the Gifted and Talented Unit of the IDOE was moved from being a part of the Curriculum Division to the Division of Exceptional Learners. This produced new leadership and renewed support for High Ability learners. In 2006, the Gifted and Talented Unit had two full time specialists and one full time clerical assistant position for High Ability Education. Advanced Placement still had little overlap with High Ability; it was handled by its own specialist, separately funded, and still in the Curriculum Division. In order to provide additional support, beginning in 2004 the IDOE contracted with an outside expert to develop and supervise several initiatives, including a Technical Assistance Program known as the Field Coach Project. G/T-Licensed coaches, trained by the consultant, made recurring site visits over the period of 2005-2010 to 103 school corporations requesting suggestions for improvement of programs and services for this population of learners. The Shared Information Services libraries were dismantled after resources became available online. The primary responsibilities for the IDOE-based specialists were in administration of grant funds and development of a department plan for coordination of services, assistance with professional development, technical assistance for school corporations, and development of specific resources for schools (B. Hand, personal communication, September 15, 2006). During this time, the IDOE Leadership worked collaboratively with all interested parties within the department, in IAG, in the Indiana General Assembly, on the Governor's Education Roundtable, and in the field, providing strong support for the development of High Ability programs throughout the state. This was the foundation for implementing the mandate to identify and serve students in K-12 in areas of core content that was passed in 2007.

A change in leadership at the IDOE in 2008 again resulted in a somewhat different focus for High Ability education and the services provided by the Department. Metrics and accountability increased in importance. Proving positive for high ability at the high school level, one of three IDOE goals for Indiana schools at that time was to have 25% of all high school graduates attaining a score of 3, 4, or 5 on an Advanced Placement exam during high school. Increased expectations resulted in more teachers being trained in teaching this more rigorous curriculum and more students having the opportunity to take AP courses. Resources and support provided to schools assisted in achieving this goal. While Advanced Placement includes more than high ability students, high ability students benefitted from the increased number of course offerings. Internally,

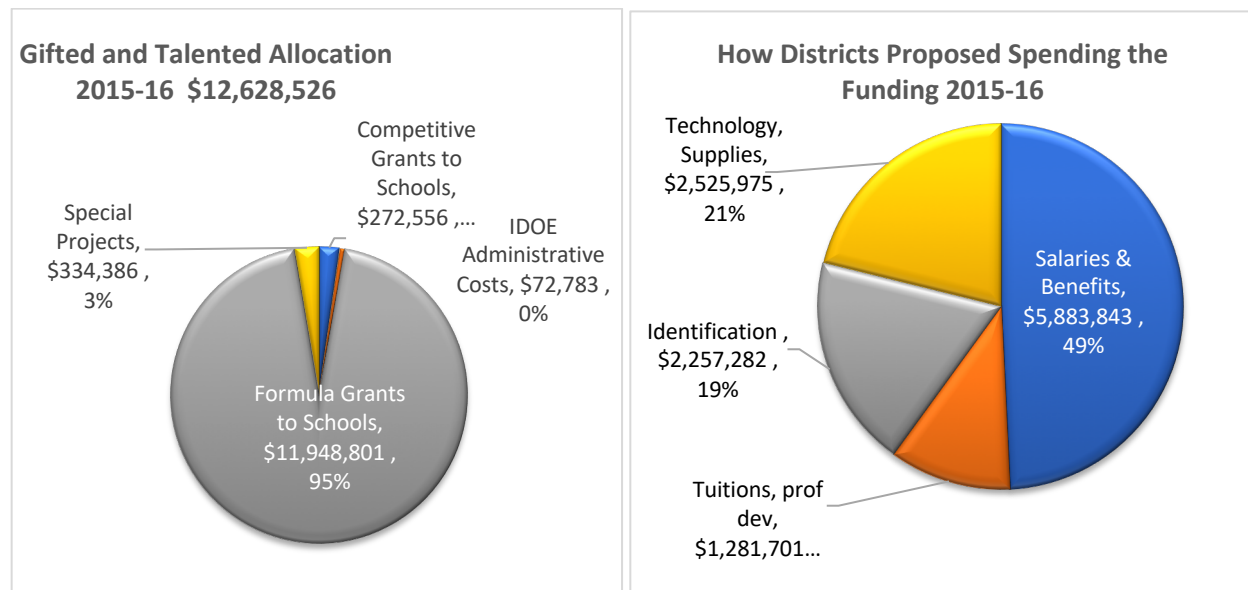
IDOE personnel were also setting their own goals, including increasing the number of districts that were in compliance with the new laws for high ability education and monitoring the appropriate use of grant funds. Clerical support was eliminated, but two licensed, full-time specialists and the continued additional support of outside expert consultant(s) provided leadership, grant monitoring, and technical support. The IDOE concentrated on providing High Ability Coordinators with professional development on what to do to be in compliance and in developing policies and resources that aligned with Indiana Code.

Attention was focused on district and student performance on the state achievement measure, ISTEP. With the new capability of being able to disaggregate data according to those students identified as high ability on their Student Test Number (STN), inconsistencies and poor practice were illuminated as the data did not always reflect outstanding performance for those students, especially in language arts. There were problems with how students were identified and in whether or not they were being provided “appropriately differentiated curriculum and instruction in core content areas, K-12.” The IDOE responded and again used outside consultants to organize and run a researched-based curriculum project using Indiana teachers to write language arts units for high ability students, K-8. In 2010 IDOE HA staff was again reduced, leaving only one full-time specialist, necessitating additional reliance on outside consultants to provide content expertise and technical assistance, specifically in identification and curriculum. However, with consistency in the position of specialist and the contracted consultants and strong collaboration with the work of the Indiana Association for the Gifted, progress continued in improving school district identification practices and programming.

The next State Superintendent change in 2012 did not result in a significant change in direction for high ability, nor was an additional HA specialist hired. However, a noteworthy advancement was made in assisting Local Education Agencies (LEAs) in self-evaluation and using their grant monies purposefully to improve their local programs. The IDOE specialist, working with the outside consultants, began compiling the data that related to High Ability Identification and Program Effectiveness from several internal reports into one location, a High Ability Data Card for each district. In this Data Card, the district coordinator could see how many students had been identified in the required areas at each grade level (general intellectual and specific academic), how the socio-

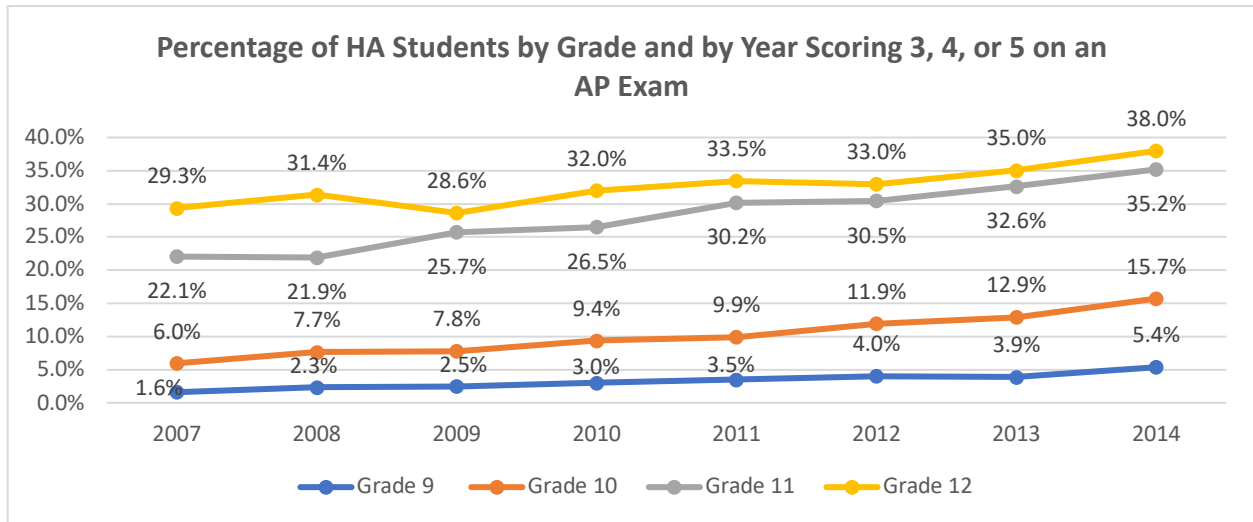
economic demographics of the identified student group compared to the school population overall, and how the identified students did on ISTEP math and language arts, Advanced Placement, PSAT, and in attaining an Academic Honors Diploma. This effort exposed any data collection errors and also provided direction for grant expenditures and program improvement. Some of the results are shown in the following figures. The IAG also requested this information in a Public Records Request which provided data for advocacy efforts on behalf of high ability learners (Indiana Association for the Gifted, 2016; see Appendix C. The figures provided show how funding was being used and improvement on Advanced Placement exams.

Figure 3: How Indiana and School Corporations allocated Gifted and Talented Funding 2015-16



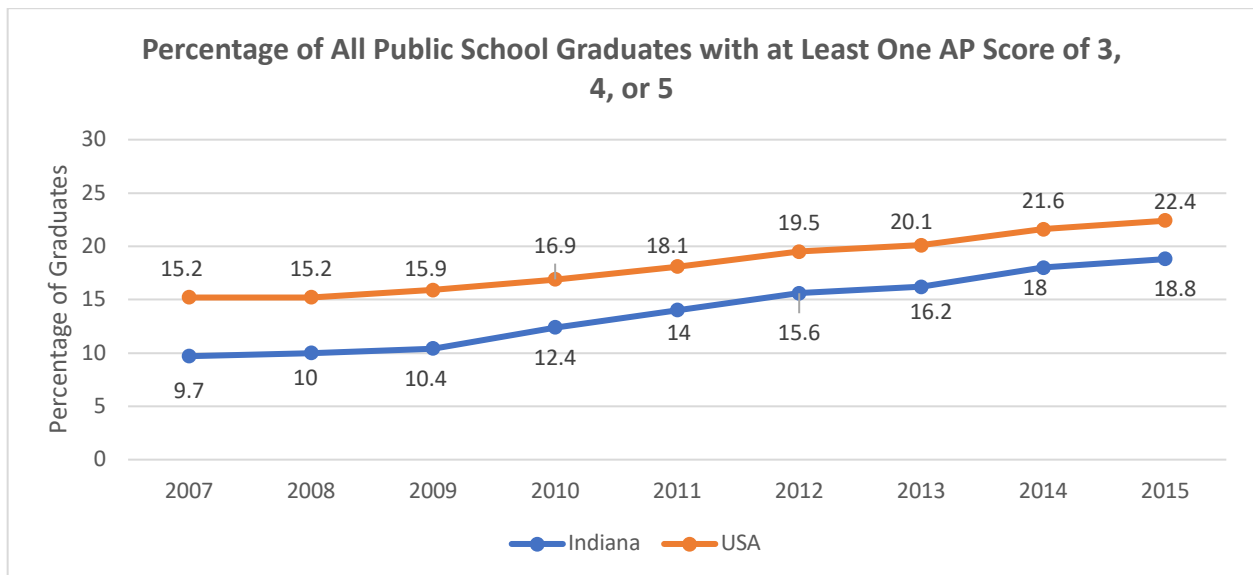
In 2016, 14.6% of all Indiana public school students were identified as High Ability General Intellectual, High Ability Math, or High Ability Language Arts. Results from the ISTEP+ testing resulted in a second set of language arts units being developed for grades 2 – 10 to support the lower-than-expected rates of Pass Plus for students identified as having high ability in the area of language arts. Data focused on high ability performance on Advanced Placement exams showed the following progress after the 2007 mandate.

Figure 4: High ability student performance on Advanced Placement exams by grade level and year



In 2015, there were 12,113 High Ability Graduates in Indiana. 75% of them participated in AP in High School. 50% of the High Ability Graduates got a 3, 4, or 5 on an AP exam at some point in high school. The percentage of all Indiana public school graduates with at least one AP score of a 3, 4, or 5 also steadily increased (College Board, AP Report 2015), closing the gap between Indiana and the average performance for the U.S. This is likely due to improvement in High Ability AP Performance in grades 9, 10, 11, and 12.

Figure 5: All public school graduates with at least one AP exam score of 3, 4, or 5



The State Superintendent changed again with the 2016 elections, resulting in many personnel changes, including the appointment of a new high ability specialist with no prior experience or training in high ability education and the elimination of the use of outside expert consultants. This new specialist resigned after less than a year. In 2018, a qualified person with GT Licensure and experience was hired; however, the responsibility for coordinating the state Advanced Placement Program was added to the high ability duties, and the auxiliary support of outside expert consultants was discontinued, decreasing staff support significantly. This new specialist resigned in 2019.

The position of a High Ability Specialist at the IDOE requires expertise in high ability education, a statewide perspective, administrative experience, as well as familiarity with the Indiana Code and state rules for grant administration. This is a critical position in gifted education as it provides much-needed leadership, guidance to district high ability coordinators, and statewide program management for all districts in a very specialized area of education. However, because of its specialized nature, it is not in a high position in an organization chart. One specialist reported having 22 different direct supervisors within a seven- year span. The result of such turnover is that individuals higher up in the same organizational line may not understand the issues or implications of the work that is being done, and they may not always respond to requests for approval or timely review of issues with which they are not familiar. Continuity and expertise are invaluable in the High Ability Specialist position. When content area expertise and institutional knowledge are present at the state level, high ability services are productive and effective in Indiana schools.

Stakeholder Advocacy

Parents and teachers of the gifted organized an Indiana chapter of The Association for the Gifted (TAG), a division within the Council for Exceptional Children (CEC) on February 24, 1978. This was called both the Indiana Association for the Gifted (IAG) and also IN TAG. Charles Whaley of the Indiana Department of Public Instruction (DPI) encouraged the group to work on legislation to increase sources of funding for gifted education. Sandra Black of the Indiana State University Lab School in Terre Haute was elected President; Robert Seitz of Ball State University, vice

president; Susan Buzan of Washington, IN, secretary-treasurer; Ruth Pickard and Amy Cox of Indianapolis Public Schools were the newsletter editors (“Indiana CEC Organizes TAG Chapter,” 1978). This organization focused on programs, ideas, and events in gifted education as well as advocating for legislation and educational programming affecting the gifted. The Indiana Federation, Council for Exceptional Children adopted a resolution that stated their support for increased opportunities for gifted students, charged the Indiana Department of Public Instruction with promoting identification and differentiated programming for gifted individuals, challenged the Indiana teacher training institutions to develop adequate training and licensing, charged administrative personnel with developing services, charged local groups with disseminating information, and challenged parent groups to become more active advocates for demanding full services (Resolution, 1979).

By 1981, this group withdrew from its status as a division of the Indiana Federation Council for Exceptional Children and sought affiliation with the TAG Division of CEC as well as with the National Association for Gifted Children (NAGC). Division status for CEC had required a unified membership in the national Council for Exceptional Children, which made the collective membership fees cost-prohibitive for those persons not also interested in other areas of exceptionality. Changing this group affiliation to NAGC allowed individuals to join only the state gifted organization without having to pay for the national membership at the same time (*Indiana Association for the Gifted News*, 1981).

IAG continued to provide statewide support for gifted education through ongoing professional development opportunities for educators and for families, many times in partnership with the Indiana Department of Education. Although the initial organizing meetings occurred in 1978, the first professional development conference was held in 1983. In the 1980s, IAG developed a parent network and specific training for parents in the Social and Emotional Needs of the Gifted. In the years when information typically came by the U.S. Postal Service, IAG provided listings of national, state, and local community resources useful to parents and teachers in planning activities for gifted children, including 25 years of the free Presents of Mind Resource Show (e.g. “Presents of Mind Show Review,” 2004) and annual Summer Program Guide. In 2019, IAG continues to disseminate information through social media, providing scholarships, recognizing supportive

leadership, accomplished students, and outstanding teachers with awards, responding to requests from coordinators, teachers, and parents, representing the viewpoints of all stakeholders, and seeking ways to advance the appropriate educational experiences for gifted learners.

A major policy initiative was undertaken by the Indiana Association for the Gifted when it organized a Commission on the Future of Gifted/Talented Education in Indiana in 1994. This Commission recommended development of school district Broad-based Planning Committees, expansion and renaming of the G/T definition (high ability), additional funding, and movement toward a fully funded mandate. The Commission proposed initiatives for underachieving G/T students, for visual and performing arts, and for professional development (Indiana Commission, 1994). In 1997, IAG published “Proposed Guidelines for Gifted/ Talented Education.” Developed by the Indiana Commission, additional points called for all high ability students K-12 to be provided articulated programming, integrated within the total school structure; strong IDOE G/T leadership and services; a collaborative broad-based approach to developing a state strategic plan; inclusion of underserved populations in identification and services; pre-service teacher training, and ongoing professional development (Proposed Indiana Guidelines, 1997). The dedication of the Indiana Association for the Gifted was recognized and honored by a special resolution of the Indiana General Assembly in 1996 (“Indiana General Assembly,” 1996). As previously stated, Indiana Code as it related to High Ability Students was eventually modified to include the recommended language as a result of the work of the Indiana Commission, but the mandate portion of the legislation was not passed at the same time as was the new definition and program language.

In 2000, in preparation for an Indiana General Assembly Interim Study Committee on Education and High Ability, IAG continued its advocacy efforts and published a white paper, “Taking the Lid Off: Providing Educational Opportunities for High Ability Students in Indiana.” This white paper provided all schools, IAG members, and legislators with national research data, Indiana statistics, problem analysis, and recommendations for action. The Interim Study Committee voted unanimously to support high ability education and provide additional funding; however, unexpected budget shortfalls resulted in failure of the proposed legislative requirements and the requisite funding increase. In 2002, Senate Bill 292, containing some of these recommendations from the prior Study Committee, passed overwhelmingly. Exceptional learner was defined to

include students with disabilities as well as students of high ability. The Governor's Education Roundtable was required to include a representative of education programs for exceptional learners. State G/T grant funds to districts were required to be used for services that address core curriculum for high ability students, K-12 and must include multi-faceted assessment procedures. Mandated School Improvement Plans were required to address learning needs of all students, including exceptional learners (Burney, 2002). However, tax revenues were below projections again, and funding for most educational programs was reduced. The IAG continued to support appropriate legislation, publish a quarterly journal, support local parent groups, sponsor professional development, and give scholarships and awards ("30 Activities of IAG," 2006).

In 2007, in preparation for the legislative session, the IAG assembled another white paper, including the history of gifted education in Indiana, national research findings, data on Indiana's top students compared with other states, and the erosion of funding in Indiana for this line item. "Cultivating Indiana's Home-Grown Academic Talent: The Case for High Ability Education," was provided to all legislators. With the support of key senators and representatives, a bill was crafted that did not require teacher licensure as originally proposed but did change the "may" to a "shall," mandating Indiana's school districts to identify students with high ability and provide them with appropriately differentiated curriculum and instruction, K-12 for the first time.

IAG continued to be a strong force on behalf of gifted children and in 1996, 2003, and 2013 IAG and Indianapolis were called upon to serve as the local host of the National Association for Gifted Children's annual meeting. Registration of Indiana participants at the 2013 event exceeded 1000, making IAG recognized as one of the most active state organizations in the country. IAG Conference attendance grew as school districts benefitted from quality professional development opportunities led by national experts in the field. Membership and annual conference attendance remain steady with around 900 parents and teachers attending the annual IAG Conference, making IAG the third largest of the NAGC state affiliate group conferences behind Texas and California.

Each year, continuing to the date of this publication, delegates from IAG meet with key legislators from across the state to provide updated information on how high ability education is performing in Indiana and what steps might be taken to ensure Indiana continues to cultivate its home-grown

academic talent. IAG monitors meetings of committees of the Indiana General Assembly and the Indiana State Board of Education.

A 1991 document states, “The Indiana Association for the Gifted believes it is the right of every child to receive an appropriate education that is both a challenging and positive experience. To that end, IAG is a united body of parents, educators, and concerned citizens who are committed to the advancement of educational practices and resources that will meet the unique learning needs of gifted/talented students.” IAG notes that the greatest progress has been made when the elected officials, the government agency, and the parents and teachers work together to achieve the appropriate educational experience for all students, including those students who need something more challenging than grade-level curriculum.

Universities and Professional Development

In 1958, Ball State offered a course called *The Slow and Fast Learner*, taught by Dr. Hilda Gordon (T. Cross, personal communication, November 29, 2006). The earliest course catalog at Ball State that was found to have a course in gifted education was the 1963-65 Catalog (*Ball State Teachers College Bulletin*, 1963). Ball State created a Special Education Department in 1965 to prepare teachers to work with children who differ from the norm, including one course in teaching gifted children (“Special Education Department Created to Meet Growing Need,” 1965). The recognition of the need for specialized teacher training was in place at many universities in Indiana in the 1970s. Ball State, Butler, Indiana State, Indiana University, and Purdue had course offerings for teachers in 1978 (“Spring and Summer Course Offerings,” 1978). By 1981, a teaching endorsement in gifted education had been authorized (“Higher Education in Gifted & Talented,” 1980). By 1986, Ball State, Butler, Indiana State, Indiana University/ Purdue University at Fort Wayne, Indiana University at Indianapolis and at Bloomington, and Purdue University at Indianapolis and at West Lafayette all offered a Standard 12-hour G/T Endorsement (“Indiana’s Gifted and Talented Endorsements,” 1986). This describes an endorsement added to an existing teaching license. Indiana University also offered an endorsement course for teachers and summer programs for students that featured the artistically talented (E. Zimmerman, personal communication, December 5, 2006). Undergraduates were not required to have training in

teaching gifted learners. In 1997, Ball State, Purdue, IUPUI, Indiana University, and Indiana State all offered the G/T endorsement as an addition to an active Indiana teaching license (“G/T Endorsement Classes,” 1997). In 2005, Ball State, Purdue, Indiana University, IUPUI, and Indiana University Southeast offered the endorsement (“Universities in Indiana with Courses/Licensure,” 2005). In 2019, Ball State and Purdue were the only university programs offering gifted and talented licensure that were accredited specifically for that content area by a national accrediting organization. Other “active programs” in the state included Indiana University Southeast, Indiana State University, and Manchester University.

Indiana has been a home or a training ground for many national leaders and scholars in the field of gifted education. In addition, Purdue has the Gifted Education Resource Institute, and Ball State has the Center for Gifted Studies and Talent Development. John Feldhusen, Tracy Cross, Pam Clinkenbeard, Ann Robinson, Penny Kolloff, Miraca Gross, Sidney Moon, Marcia Gentry, Felicia Dixon, Jean Peterson, Howard Spiker, Maurice Miller, Enid Zimmerman, Gilbert Clark, Vicki Vaughn, Cheryll Adams, Kristie Speirs Neumeister, Robert Seitz, Janice Bizzari, Betty Gridley, Virginia Burney, Donna Enerson, and Lisa Rubenstein are among those trained in or teaching in the universities of Indiana who are also published in the field of gifted education.

Conclusion

Interest in gifted education has ebbed and flowed in the United States and in Indiana. Public schools have always been the responsibility of local communities, and the percentage of the population that is gifted or requires services for high ability is small. These two facts have meant that interest in serving a small number of pupils will vary according to requirements, perceived need, and available funding. There have been times when more direction and encouragement from the federal government were in evidence in states and local schools. A wave of interest for organized efforts to meet national needs was present in the 1950s and then to meet the needs of all learners, including exceptional learners of all kinds, in the 1980s. Federal dollars and federal definitions and federal prescriptions influenced the services that schools provided during those times. When federal money was not available, then state or local money was required for additional services.

Public policy is more than what the legislation and administrative rules are. Public policy includes the resources the community is willing to devote to a particular segment of the student population. But public policy also is influenced by the professional understanding of those who are in decision making roles. It includes the leadership of those at the state level. Available university coursework and teacher licensure requirements influence how many educators know how to meet the needs of gifted learners. Those who advocate for this small group of learners must educate and reeducate about the needs of this group to those in the revolving door of legislation and leadership. Parents and teachers who work with these children are also in a position to influence local and state decision makers. Improving services requires a coordinated effort on the part of many.

Indiana has had pockets of local excellence in gifted education since 1952. Gifted education has had professional expertise at its universities and national recognition of leadership in the field of gifted education. It has had a strong history of advocacy support from the Indiana Association for the Gifted, which monitors legislation and implementation of services. Gifted education has had varying effectiveness of leadership, continuity, and focus at the state level in the Department of Education. It has had funding but needs growth from the legislature to improve. Local control has resulted in inconsistent availability of quality services for gifted learners in all schools. In 2019, it remains a local decision in Indiana as to how and how well high ability students are served. The Indiana General Assembly and the Indiana Department of Education must support the implementation of programming and its effectiveness for improvement to continue. Both will need to work collaboratively with the Indiana Association for the Gifted for maximum impact. This is a small population of learners and will have to have its interests protected by a higher authority than district-level school personnel or local school boards. The expertise of those groups depends on the level of training of the individuals involved at any one time. It is shortsighted for Indiana to neglect the education of its brightest students. Indiana needs these students to be the excellent critical thinkers they have the potential to become; perhaps they can contribute to the leadership for tomorrow.

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Appendix A: Indiana General Assembly Concurrent Resolution, 1996

State of Indiana



Indiana General Assembly

HOUSE CONCURRENT RESOLUTION NO. 39

*Introduced by Representative:
Philip T. Warner*

A CONCURRENT RESOLUTION for honoring the Indiana Association for the Gifted for their work in promoting gifted education.

- WHEREAS,** the Indiana Association for the Gifted has maintained a leadership role in promoting appropriate education for Indiana's gifted and talented youth;
- WHEREAS,** the Indiana Association for the Gifted has continuously worked to improve and enhance educational standards for gifted and talented children in Indiana through the efforts of teachers, administrators, counselors, and parents;
- WHEREAS,** through a vigilant effort, the Indiana Association for the Gifted supported a funding increase for gifted education for children throughout the state of Indiana;
- WHEREAS,** the Indiana Association for the Gifted provides educational conferences, newsletters, and resource shows;
- WHEREAS,** the Indiana Association for the Gifted established the Commission on the Future of Gifted and Talented Education and developed a policy statement for meeting the needs of gifted and talented children in Indiana;
- WHEREAS,** the Indiana Association for the Gifted worked to secure the National Convention for Indianapolis in November of 1996;

NOW, THEREFORE,

Be it resolved by the House of Representatives of the General Assembly of the State of Indiana, the Senate concurring:

- SECTION 1.** The General Assembly recognizes and commends the Indiana Association for the Gifted for their hard work and dedication to the gifted and talented children in Indiana.
- SECTION 2.** The Principal Clerk of the House of Representatives is hereby directed to transmit a copy of this Resolution to The Indiana Association for the Gifted.

Philip T. Warner
PHILIP T. WARNER
State Representative

Paul S. Mannweiler
PAUL S. MANNWEILER
Speaker

Lynn Dennis
LYNN DENNIS
Principal Clerk



ADOPTED BY 109TH GENERAL ASSEMBLY, SECOND SESSION

Appendix B: Signing of the Mandate for High Ability Education in Indiana, 2007

Governor Mitch Daniels signing the mandate for gifted education in April 2007 at the Indiana Statehouse. Also pictured at the table are House Education Chair Greg Porter and IAG President Ginny Burney, sitting in for Senate Education Chair Teresa Lubbers. Other IAG Board members in the photo include Jamie MacDougal, Vicki Vaughn, and Barbara Csicsko. Robert Marra, Assistant Superintendent of the Department of Education is also pictured.

Appendix C: Example of Advocacy Documents for Legislators**Indiana Association for the Gifted**

www.iag-online.org mail@iag-online.org

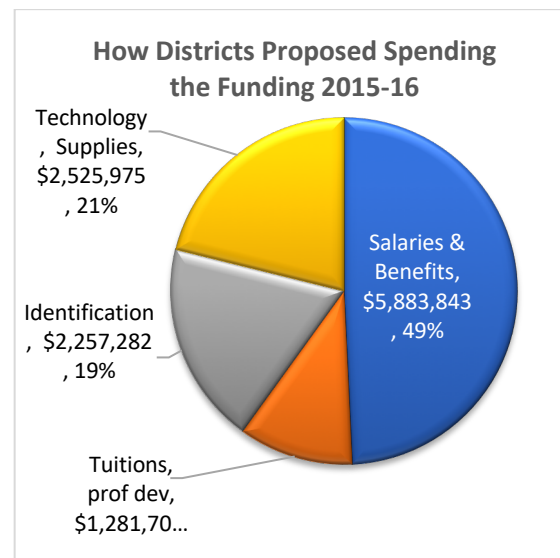
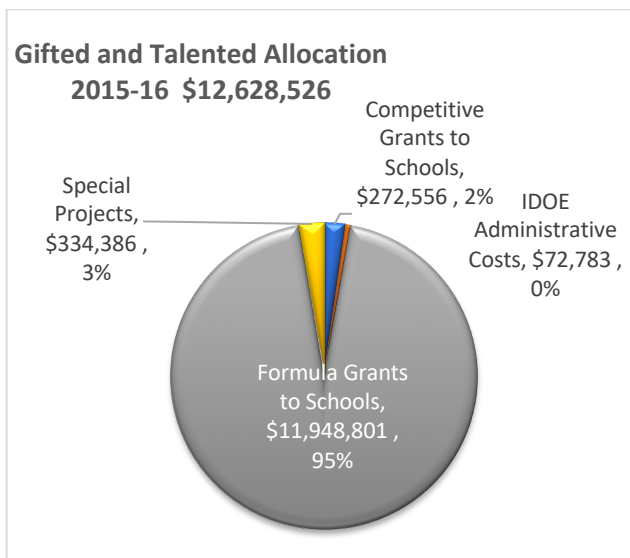
a statewide organization promoting the education of high ability students

High Ability Information August 2016**RATIONALE for support for high ability education:**

- **Equity**
 - High Ability students are found in all Indiana school districts.
 - High Ability students are found in all racial, ethnic, and socioeconomic groups.
 - Research indicates that students from low socioeconomic status disproportionately fall out of the high achieving groups during elementary years; therefore, it is imperative to identify and provide supportive, rigorous curriculum for all high ability students, especially those from poverty, beginning at the primary level.
 - Students with high ability are Exceptional Learners as are students with disabilities. They represent 14.6% of Indiana's students (when considering math, language arts, or both areas).
- **Excellence**
 - Indiana students with high ability must have access to rigorous coursework to prepare themselves for college and the jobs Indiana needs to strengthen its knowledge economy.

FOUNDATIONS in place that support high ability education:

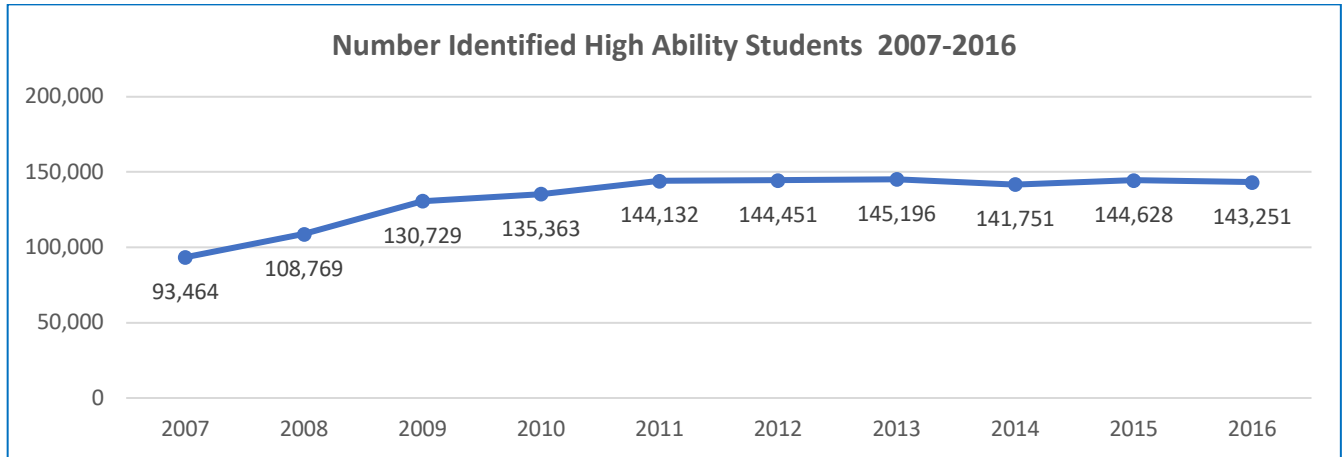
- G/T Line Item funding with separate accountability
- Indiana Code language that requires SEA leadership and services (IC 20-36-2-1)
- Indiana Code language that requires LEA identification, services, and accountability (IC 20-36-2-2)
- 2014 Code addition that requires each school to report performance of HA students on statewide assessments (IC 20-32-5- 13.5 and IC 20 – 32- 5- 12)

LEVEL OF SUPPORT for high ability education: Gifted and Talented line item in budget.

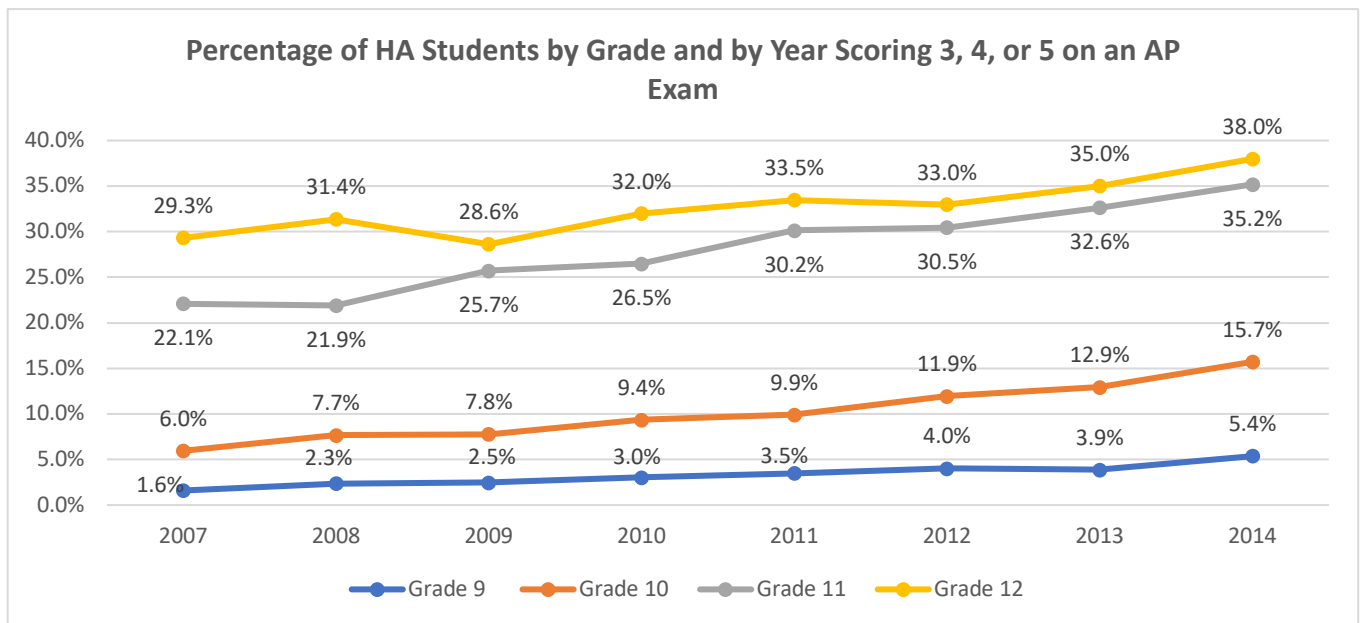
HISTORY OF GIFTED EDUCATION IN INDIANA

EVIDENCE of progress since the 2007 mandate to identify and serve:

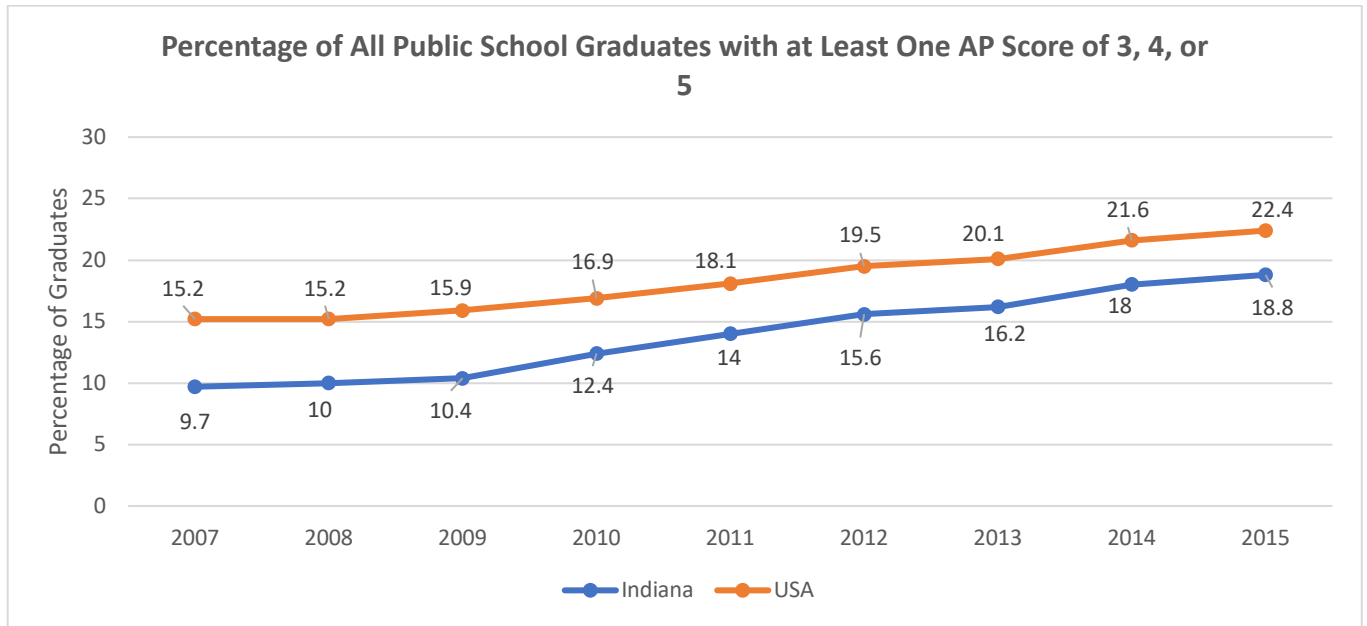
- Increase in number of students identified and served, particularly in the primary grades
- Increase in number of HA students scoring well on Advanced Placement exams (this is the only measure provided by the state that allows for demonstration of above grade achievement)



14.6% of all Indiana public school students were identified in 2016 as High Ability General Intellectual, High Ability Math, or High Ability Language Arts.



HISTORY OF GIFTED EDUCATION IN INDIANA



The percentage of Indiana public school graduates with at least one AP score of a 3, 4, or 5 has also steadily increased (College Board, AP Report 2015), closing the gap between Indiana and the average performance for the U.S. This is likely due to improvement in High Ability AP Performance in grades 9, 10, 11, and 12.

In 2015, there were 12,113 High Ability Graduates in Indiana. 75% of them participated in AP in High School. 50% of the High Ability Graduates got a 3, 4, or 5 on an AP exam at some point in high school.

Requirements for Identification, Services, and Reporting

IC 20-31-2 Chapter 2. Definitions

Sec. 6. "Exceptional learner" refers to the following:^[1]_[SEP]

- (1) A child with a disability (as defined in IC 20-35-1-2).^[1]_[SEP]
- (2) A high ability student (as defined in IC 20-36-1-3).^[1]_[SEP]

Exceptional Learners require specific identification and services in order to meet their educational needs. For High Ability, identification is multifaceted to find each student who “performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment” (IC 20-36-1). [Note: Indiana’s definition of high ability mirrors the federal definition.]

HISTORY OF GIFTED EDUCATION IN INDIANA

Legislative Goals for High Ability

Maintain the Indiana Code and Rules requiring identification, services, and written plans for the areas of Multifaceted Assessment, Curriculum and Instruction, Guidance and Counseling, Professional Development, and Program Evaluation.

Maintain the Separate Gifted and Talented Line Item in the State Budget

**Future Areas of Need:
Need for Increased Funding in Gifted and Talented**

Rationale:

- Districts need support for good identification practices. (Approximately 13% of all students have been identified locally as high ability in math or in language arts or both.)
 - Identification is required for students with High Ability as defined in IC 20- 36-2.
 - No consistent measure or method of identification is prescribed or provided by the state.
 - All districts identify already, but many do not use psychometrically sound measures or procedures, resulting in misidentification of some and under-identification of students from low income and/or other traditionally underrepresented populations.
- If funding support for identification were provided, corporations could then use their Gifted and Talented grant funding instead to improve the required appropriately differentiated curriculum and instruction for identified students. **THIS IS NOT ADDITIONAL TESTING.** This is payment by the state for a quality measure so that grants funds can be used for programming and services. In 2015-16, districts allocated \$2,257,282 for identification that could be spent on improved services.

Proposed Solution: Increase funding for Gifted and Talented in an amount that would allow districts access to a quality resource at targeted grade levels. Districts could elect to use this, but would not be able to access those funds for other uses not related to sound identification.

Estimated costs for supporting identification:

- Rationale for Basing Funding Needed on the cost of the Cognitive Abilities Test (CogAT)
 - The CogAT provides scores in both areas required by Code and at all grade levels K-12. Verbal and quantitative reasoning scores identify those needing the differentiated curriculum and instruction in the specific academic domains of language arts and math. It is designed to provide information for all learners, not just high ability identification.
 - The CogAT is designed to reduce the impact of language on the test itself to increase its validity for use with English Language Learners.
- Recommended Procedure and Other Information:
 - Assess all Kindergarten ($\cong 77,038$ students) and Grade 2 ($\cong 79,577$ students) students during the second semester.
 - Assess the top half of Grade 5 students in terms of academic achievement ($\cong 38,444$ students)

HISTORY OF GIFTED EDUCATION IN INDIANA

- Time for the measure varies by level; is 30 minutes for the screener; 90-122 minutes for full battery, not all in one session. It would be the district choice whether all students take the screener (30 minutes) with top group taking the remainder of the test, or all students could take the full battery.

Increased Funding Needed \$2,736,112 (estimate): Includes scoring services and individual student data profiles to use for planning instruction for all individuals tested. Full battery, scoring and reporting for the 156,615 students in K and 2 is estimated to be \$2,274,050 (\$14.52 per student, paper/pencil administration and scoring). It would be an estimated \$10.50 per pupil for 38,444 5th grade students using online administration (including training fees for school personnel), for a total of \$403,662. We would also need to include some district training fees for online administration. Those costs are estimated to be \$58,400.

HISTORY OF GIFTED EDUCATION IN INDIANA

Appendix D: Indiana Code for High Ability Student Education as of July 1, 2019

INDIANA CODE AND RULES AFFECTING HIGH ABILITY STUDENT EDUCATION (or with Implications for Students with High Ability)

IC 20-36-1

Article 36. High Ability Students

Chapter 1. Definitions

Sec. 1. The definitions in this chapter apply throughout this article.

Sec. 2. "Domain" includes the following areas of aptitude and talent:

- (1) General intellectual.
- (2) General creative.
- (3) Specific academic.
- (4) Technical and practical arts.
- (5) Visual and performing arts.
- (6) Interpersonal.

Sec. 3. "High ability student" means a student who:

- (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

Sec. 4. "Satisfactory score" means a score of 3, 4, or 5 on an advanced placement exam sponsored by the College Board's Advanced Placement Program.

IC 20-36-2

Chapter 2. Programs for High Ability Students

State resources program; grants for high ability programs

Sec. 1. (a) The department shall establish a state resources program using designated state resources that:

- (1) supports school corporations in the development of local programs for high ability students;
- (2) enables educational opportunities that encourage high ability students to reach the highest possible level at every stage of the students' development; and
- (3) provides state integrated services that include the following:
 - (A) Information and materials resource centers.
 - (B) Professional development plan and programs.
 - (C) Research and development services.
 - (D) Technical assistance that includes the following:
 - (i) Student assessment.
 - (ii) Program assessment.
 - (iii) Program development and implementation.
 - (E) Support for educators pursuing professional development leading to endorsement or licensure in high ability education.

(b) In addition to the program established under subsection (a), the department shall use appropriations to provide grants to school corporations for expenditures beyond those for regular educational programs and specific to programs for high ability students under section 2 of this chapter in an amount determined by the department that is based upon a set minimum amount increased by an additional amount for each student in the program. A school corporation's program must align with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for the schools within the school corporation. A school that receives a grant under this subsection shall submit an annual report to the department that includes the following:

- (1) The programs for which the grant is used.
- (2) The results of the programs for which the grant is used, including student general assessment results, program effectiveness, or student achievement.

School corporation high ability programs; criteria

HISTORY OF GIFTED EDUCATION IN INDIANA

Sec. 2. A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components:

- (1) The establishment of a broad based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.
- (2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.
- (3) Professional development.
- (4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources.
- (5) Evaluation of the local program for high ability students.
- (6) Best practices to increase the number of participants in high ability student programs who are from racial and ethnic groups that have been underrepresented in those programs.

IC 20-36-3 - Relevant sections to High Ability are included here. For full citation, see the Indiana Code Chapter 3. Advanced Placement Courses

Sec. 1. As used in this chapter, "advanced course" refers to an advanced placement course for a particular subject area as authorized under this chapter.

Sec. 2. As used in this chapter, "advanced placement examination" refers to the advanced placement examination sponsored by the College Board of the Advanced Placement Program

Sec. 5. (a) Each school year:

- (1) each school corporation may provide the College Board's science and math advanced placement courses; and
 - (2) each school corporation may provide additional College Board advanced placement courses; in secondary schools for students who qualify to take the advanced placement courses.
- (b) Each school corporation shall provide the College Board's science and math advanced placement courses in secondary schools for students who qualify to take the advanced placement courses.
- (c) In addition to the College Board's math and science advanced placement tests, the state board may approve advanced placement courses offered by a state educational institution in collaboration with a school corporation if the state educational institution and the collaborating school corporation demonstrate to the state board that the particular advanced placement course satisfies the objectives of this chapter.

Sec. 6. (a) Each student who enrolls in an advanced course may take the advanced placement examination to receive high school credit for the advanced course.

(b) Any rule adopted by the department concerning an academic honors diploma must provide that a successfully completed mathematics or science advanced course is credited toward fulfilling the requirements of an academic honors diploma.

(c) If a student who takes an advanced placement examination receives a satisfactory score on the examination, the student is entitled to receive:

- (1) a certificate of achievement; and
- (2) postsecondary level academic credit at a state educational institution that counts toward meeting the student's degree requirements, if elective credit is part of the student's degree requirement. The state educational institution may require a score higher than 3 on an advanced placement test if the credit is to be used for meeting a course requirement for a particular major at the state educational institution.

IC 20-36-5

IC 20-36-5-1 Receiving credits by demonstrating proficiency; methods

Sec. 1. A student shall receive credits toward graduation or an Indiana diploma with a Core 40 with academic honors designation by demonstrating the student's proficiency in a course or subject area required

HISTORY OF GIFTED EDUCATION IN INDIANA

for graduation or the Indiana diploma with a Core 40 with academic honors designation, whether or not the student has completed course work in the subject area, by any one (1) or more of the following methods:

- (1) Receiving a score that demonstrates proficiency on a standardized assessment of academic or subject area competence that is accepted by accredited postsecondary educational institutions.
- (2) Successfully completing a similar course at an eligible institution under the postsecondary enrollment program under [IC 21-43-4](#).
- (3) Receiving a score of three (3), four (4), or five (5) on an advanced placement examination for a course or subject area.
- (4) Receiving a score of E(e) or higher on a Cambridge International Advanced A or AS level examination for a course or subject area.
- (5) Other methods approved by the state board.

As added by P.L.64-2006, SEC.1. Amended by P.L.2-2007, SEC.238; P.L.192-2018, SEC.44; P.L.191-2018, SEC.18; P.L.10-2019, SEC.88.

IC 20-36-5-2 Waiver of minimum number of semesters for graduation or academic honors diploma

Sec. 2. A student who demonstrates proficiency in one (1) or more courses or subject areas under section 1 of this chapter may not be required to complete a minimum number of semesters to graduate or to receive an Indiana diploma with a Core 40 with academic honors designation.

As added by P.L.64-2006, SEC.1. Amended by P.L.192-2018, SEC.45.

IC 20-19-8-2"Study committee"

Sec. 2. As used in this chapter, "study committee" refers to the interim study committee on education established by [IC 2-5-1.3-4](#).

As added by P.L.174-2019, SEC.1.

IC 20-19-8-3 Assignment to study committee to study certain topics; report; expiration

Sec. 3. (a) The legislative council is urged to assign to the study committee during the 2019, 2020, 2021, and 2022 interims the study of the following:

- (1) How to do the following:
 - (A) Eliminate, reduce, or streamline the number of education mandates placed on schools.
 - (B) Streamline fiscal and compliance reporting to the general assembly on a sustainable and systematic basis.

- (4) During the 2021 interim, the following:
 - (A) The following provisions:
[IC 20-36](#) (high ability students).
511 IAC 6-9.1 (waiver of curriculum and graduation rules for high ability students).

(b) The study committee shall include in its annual report for each interim the study committee's recommendations, including any recommendations to the general assembly as to whether a provision described in subsection (a)(2)(A), (a)(3)(A), (a)(4)(A), or (a)(5) should be repealed or whether the provision may be improved to lessen the administrative burden placed on schools.

(c) This chapter expires January 1, 2023.

As added by P.L.174-2019, SEC.1.

IC 20-20-8Chapter 8. School Corporation Annual Performance Report

IC 20-20-8-8Report information

Sec. 8. (a) The report must include the following information:

- (1) Student enrollment.
- (2) Graduation rate (as defined in [IC 20-26-13-6](#)) and the graduation rate excluding students that receive a graduation waiver under [IC 20-32-4-4](#) or [IC 20-32-4-4.1](#).
- (3) Attendance rate.
- (4) The following test scores, including the number and percentage of students meeting academic standards:
 - (A) All state standardized assessment scores.
 - (B) Scores for assessments under [IC 20-32-5-21](#) (before its expiration on July 1, 2018), if appropriate.

HISTORY OF GIFTED EDUCATION IN INDIANA

- (C) For a freeway school, scores on a locally adopted assessment program, if appropriate.
- (5) Average class size.
- (6) The school's performance category or designation of school improvement assigned under [IC 20-31-8](#).
- (7) The number and percentage of students in the following groups or programs:
 - (D) High ability.
- (8) Advanced placement, including the following:
 - (A) For advanced placement tests, the percentage of students:
 - (i) scoring three (3), four (4), and five (5); and
 - (ii) taking the test.
 - (B) For the Scholastic Aptitude Test:
 - (i) the average test scores for all students taking the test;
 - (ii) the average test scores for students completing the Indiana diploma with a Core 40 with academic honors designation program; and
 - (iii) the percentage of students taking the test.

IC 20-31

ARTICLE 31. ACCOUNTABILITY FOR PERFORMANCE AND IMPROVEMENT

IC 20-31-2 Chapter 2. Definitions

- Sec. 1. The definitions in this chapter apply throughout this article.
- Sec. 6. "Exceptional learner" refers to the following:
 - (1) A child with a disability (as defined in IC 20-35-1-2).
 - (2) A high ability student (as defined in IC 20-36-1-3).
- Sec. 7. "Plan" refers to a strategic and continuous school improvement and achievement plan established under this article for a school or school corporation.
- Sec. 8. "School" refers to a public school or an accredited nonpublic school.

IC 20-31-5 Chapter 5. Strategic and Continuous School Improvement and Achievement Plan

- Sec. 1. (a) The principal of each school shall coordinate:
 - (1) the development of an initial three (3) year strategic and continuous school improvement and achievement plan; and
 - (2) an annual review of the plan.(b) The initial plan and annual review must be made with input from a committee of persons interested in the school, including administrators, teachers, parents, and community and business leaders appointed by the principal. Teacher appointments to the committee must be made in accordance with IC 20-29.
- Sec. 4. (a) A plan must:
 - (1) state objectives for a three (3) year period; and
 - (2) be annually reviewed and revised to accomplish the achievement objectives of the school.(c) A plan must address the learning needs of all students, including programs and services for exceptional learners.

IC 20-32-5. Indiana's Learning Evaluation Assessment Readiness Network (ILEARN) Program

IC 20-32-5.1-15 Public inspection of statewide assessment scores; reporting of scores; high ability students

- Sec. 15. (a) Each school corporation shall compile the total results of the statewide assessments in a manner that will permit evaluation of learning progress within the school corporation. The school corporation shall make the compilation of test results available for public inspection and shall provide that compilation to the parent of each student of the school corporation tested under the statewide assessment.
- (b) The school corporation shall provide the statewide assessment program test results on a school by school basis to the department upon request.

HISTORY OF GIFTED EDUCATION IN INDIANA

(c) Upon request by the commission for higher education, the department shall provide statewide assessment results to the commission for those students for whom the commission under 20 U.S.C. 1232g has obtained consent.

As added by P.L.242-2017, SEC.41.

IC 20-32-5.1-16 Annual performance reports; disaggregation of test results for high ability students

Sec. 16. (a) The department shall develop a format for the publication by school corporations in an annual performance report required by statute of appropriate academic information required by the department, including statewide assessment scores and information required to be disaggregated by the department under subsection (b), in a manner that a reasonable person can easily read and understand.

(b) The department shall disaggregate from the total results of the statewide assessment test results for a school corporation the percentage of students in each school and each grade in the school corporation that are identified as high ability students (as defined by [IC 20-36-1-3](#)) by the school corporation who also achieved a score in the highest performance level designated for the statewide assessment. However, this disaggregation is not required in a case in which the results would reveal personally identifiable information about an individual student under the federal Family Education Rights and Privacy Act (20 U.S.C. 1232g et seq.).

As added by P.L.242-2017, SEC.41.

IC 20-33-1-3 Segregation prohibited; student tracking practices review

Sec. 3. (a) The governing body of a school corporation and the board of trustees of a state educational institution may not build or erect, establish, maintain, continue, or permit any segregated or separate public schools, including any public school departments or divisions on the basis of race, color, creed, or national origin of pupils or students.

(b) The officials described in subsection (a) may take any affirmative actions that are reasonable, feasible, and practical to effect greater integration and to reduce or prevent segregation or separation of races in public schools for whatever cause, including:

- (1) site selection; or
- (2) revision of:
 - (A) school districts;
 - (B) curricula; or
 - (C) enrollment policies;

to implement equalization of educational opportunity for all.

(c) A school corporation shall review the school corporation's programs to determine if the school corporation's practices of:

- (1) separating students by ability;
- (2) placing students into educational tracks; or
- (3) using test results to screen students;

have the effect of systematically separating students by race, color, creed, national origin, or socioeconomic class.

IC 20-33-5-7 Public schools; textbook assistance; state reimbursement

Sec. 7. (a) If a determination is made that the applicant is eligible for assistance, the school corporation shall pay the cost of the student's required fees.

(b) A school corporation shall receive a reimbursement from the department for some or all of the costs incurred by a school corporation during a school year in providing curricular materials assistance to students who are eligible under section 2 of this chapter.

(c) To be guaranteed some level of reimbursement from the department, the governing body of a school corporation shall request the reimbursement before November 1 of a school year.

(d) In its request, the governing body shall certify to the department:

- (1) the number of students who are enrolled in that school corporation and who are eligible for assistance under this chapter;
- (2) the costs incurred by the school corporation in providing:
 - (A) curricular materials (including curricular materials used in special education and high ability classes) to these students;

HISTORY OF GIFTED EDUCATION IN INDIANA

(B) workbooks, digital content, and consumable curricular materials (including workbooks, consumable curricular materials, and other consumable instructional materials that are used in special education and high ability classes) that are used by students for not more than one (1) school year; and

(C) instead of the purchase of curricular materials, developmentally appropriate material for instruction in kindergarten through the grade 3 level, laboratories, and children's literature programs;

(3) that the curricular materials described in subdivision (2)(A) (except curricular materials used in special education classes and high ability classes) have been adopted by the governing body; and

(4) any other information required by the department.

IC 20-36-4-3 Academy established

Sec. 3. The governor's scholars academy is established to administer and operate a public, residential, coeducational school to be held in the summer for high school students in Indiana who are high ability students as described in [IC 20-36-1](#).

IC 20-43-10 Chapter 10. Other Tuition Support Grants

IC 20-43-10-2 Indiana diploma with honors designation award

Sec. 2. (a) A school corporation's honors designation award for a state fiscal year is the amount determined using the following formula:

STEP ONE: Determine the number of the school corporation's eligible pupils who:

(A) successfully completed an Indiana diploma with a Core 40 with academic honors designation program; and

(B) were receiving Supplemental Nutrition Assistance Program (SNAP) benefits, Temporary Assistance for Needy Families (TANF) benefits, or foster care services; in the school year ending in the previous state fiscal year.

STEP TWO: Determine the result of:

(A) the number of the school corporation's eligible pupils who:

(i) successfully completed an Indiana diploma with a Core 40 with technical honors designation program; and

(ii) were receiving Supplemental Nutrition Assistance Program (SNAP) benefits, Temporary Assistance for Needy Families (TANF) benefits, or foster care services; in the school year ending in the previous state fiscal year; minus

(B) the number of eligible pupils who would otherwise be double counted under both clause (A) and STEP ONE.

STEP THREE: Determine the sum of the number of eligible students determined under STEP ONE and the number of eligible students determined under STEP TWO.

STEP FOUR: Multiply the STEP THREE amount by one thousand five hundred dollars (\$1,500).

STEP FIVE: Determine the result of:

(A) the number of the school corporation's eligible pupils who successfully completed an Indiana diploma with a Core 40 with academic honors designation program in the school year ending in the previous state fiscal year; minus

(B) the STEP ONE amount.

STEP SIX: Determine the result of:

(A) the number of the school corporation's eligible pupils who successfully completed an Indiana diploma with a Core 40 with technical honors designation program in the school year ending in the previous state fiscal year; minus

(B) the number of the school corporation's eligible pupils who are counted under both clause (A) and STEP FIVE (A).

STEP SEVEN: Determine the result of the STEP SIX amount minus the STEP TWO amount.

STEP EIGHT: Determine the result of:

(A) the STEP FIVE amount; plus

(B) the STEP SEVEN amount.

STEP NINE: Determine the result of:

(A) the STEP EIGHT amount; multiplied by

HISTORY OF GIFTED EDUCATION IN INDIANA

(B) one thousand one hundred dollars (\$1,100).

STEP TEN: Determine the sum of:

(A) the STEP FOUR amount; plus

(B) the STEP NINE amount.

(b) An amount received by a school corporation as an honors designation award may be used only for:

(1) any:

(A) staff training;

(B) program development;

(C) equipment and supply expenditures; or

(D) other expenses;

directly related to the school corporation's honors designation program; and

(2) the school corporation's program for high ability students.

(c) A governing body that does not comply with this section for a school year is not eligible to receive an honors diploma award for the following school year.

INDIANA ADMINISTRATIVE CODE

Rule 9.1. Waiver of Curriculum and Graduation Rules for Programs for High Ability Students

511 IAC 6-9.1-1 Definitions

Authority: IC 20-19-2-8; IC 20-31-4-7

Affected: IC 20-31-4; IC 20-36-1

Sec. 1. (a) The definitions in this section apply throughout this rule.

(b) "Broad-based planning committee" means a diverse group with representation from:

(1) educators;

(2) parents;

(3) students;

(4) community members; and

(5) other stakeholders;

organized for the purposes of planning and development of programs.

(c) "Differentiated" means providing tiered levels of services for all educational needs.

(d) "Domain" includes the following areas of aptitude and talent:

(1) General intellectual.

(2) General creative.

(3) Specific academic.

(4) Technical and practical arts.

(5) Visual and performing arts.

(6) Interpersonal.

(e) "General creative" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to activities, such as:

(1) problem finding;

(2) divergent thinking;

(3) flexibility;

(4) elaboration; and

(5) originality.

(f) "General intellectual" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.

(g) "Governing body" means the township trustee and township board of a school township, the board of school commissioners, board of school trustees, or any other board charged by law with the responsibility of administering the affairs of a school corporation.

(h) "High ability student" means a student who:

(1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and

(2) is characterized by exceptional gifts, talents, motivation, or interests.

(i) "Interpersonal" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to areas, such as:

HISTORY OF GIFTED EDUCATION IN INDIANA

- (1) leadership;
 - (2) mediation;
 - (3) counseling; and
 - (4) communication.
- (j) "Multifaceted assessment" means collecting and analyzing data to identify the educational needs of high ability students through the following:
- (1) Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities through the use of instruments, such as the following:
 - (A) Rating scales.
 - (B) Observation or interviews.
 - (C) Portfolios.
 - (D) Structured observations or interviews.
 - (2) Potential-based assessment, which includes evaluating the potential performance of high ability students through the use of instruments, such as the following:
 - (A) Standardized intelligence tests.
 - (B) Standardized achievement tests.
 - (C) Behavior rating scales.
 - (3) Other forms of assessment, which includes [*sic., include*] using procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for high ability students.
- (k) "Program" means educational services differentiated in depth and breadth designed to meet the needs of one (1) or more high ability students through activities, such as:
- (1) compacting;
 - (2) acceleration;
 - (3) enrichment;
 - (4) problem solving; and
 - (5) creative thinking.
- (l) "Specific academic" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as:
- (1) English language arts;
 - (2) social studies;
 - (3) foreign languages;
 - (4) mathematics; and
 - (5) sciences.
- (m) "Technical and practical arts" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:
- (1) vocational-technical education;
 - (2) business technology education;
 - (3) family and consumer sciences; and
 - (4) technology education.
- (n) "Visual and performing arts" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:
- (1) art;
 - (2) dance;
 - (3) music; and
 - (4) theater arts.
- Sec. 2. (a) To qualify as a program for high ability students under this rule, each school corporation shall meet all of the criteria in this section.
- (b) The school corporation shall develop and periodically update a level of services program to provide educational opportunities to encourage high ability students to reach the highest possible level at every stage of development.
- (c) The differentiated program for high ability students must include the following:
- (1) A multifaceted student assessment plan, including the following:
 - (A) Performance-based assessment.
 - (B) Potential-based assessment.

HISTORY OF GIFTED EDUCATION IN INDIANA

(C) Other forms of assessment.

(2) A curriculum and instructional strategies plan.

(3) A counseling and guidance plan.

(4) A systematic program assessment plan.

(5) A professional development plan.

(d) Educational experiences offered outside the school day may be used to supplement, but not to supplant, the levels of services provided for high ability students offered during the school day.

(e) The governing body shall create a broad-based planning committee to design and monitor the continuous development and implementation of the levels of services program for high ability students.

(f) The program must be approved by the governing body.

(g) The plans described in subsection (c) must be available for public inspection and filed with the department.

Sec. 3. (a) Upon proper submission of the appropriate forms by a school corporation, the department may waive, for programs for high ability students, any of the following curriculum or graduation rules:

(1) 511 IAC 6-7-1(d), 511 IAC 6.1-1-2(d), and, for summer school, 511 IAC 12-2-6(a) to allow gifted and talented students to earn credit through performance assessment without completing the required amount of instructional time.

(2) 511 IAC 12-2-6(b) to allow school corporations to be reimbursed for the cost of instruction for more than two (2) credits in summer school for high ability students.

(3) 511 IAC 6.1-6-1(a) to allow school corporations to utilize adults who have the demonstrated expertise in an area, but not the prerequisite teacher certification, to deliver nonstandard education programs for high ability students, such as:

(A) internships;

(B) mentorships; or

(C) clinical experiences.

(b) The school corporation may appeal a denial of a waiver to the state board.