

Indiana

NAEP proficiency level and percentile data as well as results from state assessments demonstrate the existence of substantial excellence gaps for Black, Hispanic, and Free and Reduced Lunch Eligible students in most subjects and grade levels. White students had higher average AP scores than Black and Hispanic students on AP tests and were more likely to make a “5” on an AP exam or take an AP exam. Indiana state assessments have fairly rigorous standards for advanced status.

According to NAEP proficiency data, the percentage of students at the advanced level increased in Math for FARM, non-FARM, and white students in both grades, for Black students in Grade 4, and Hispanic students in Grade 8, with white and non-FARM students improving more rapidly than other students. Although Reading Grade 8 performance was stable, there were declines for all but non-FARM students in Grade 4.

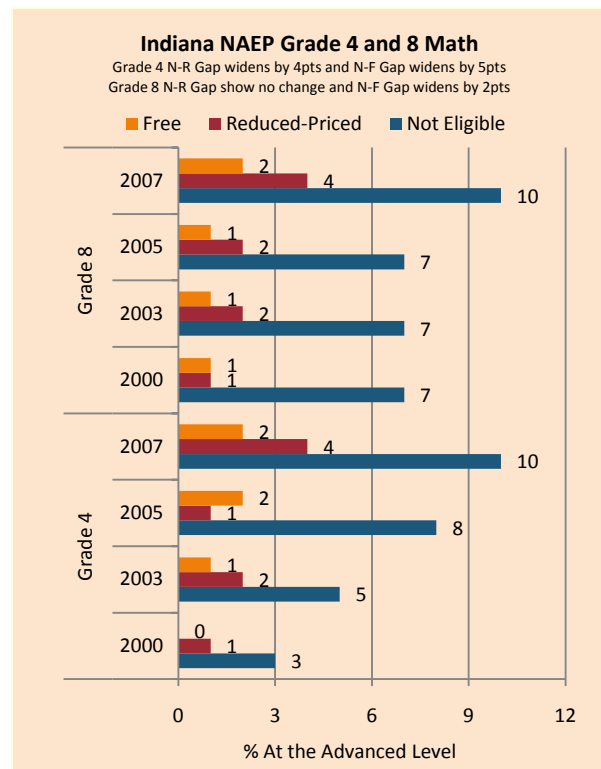
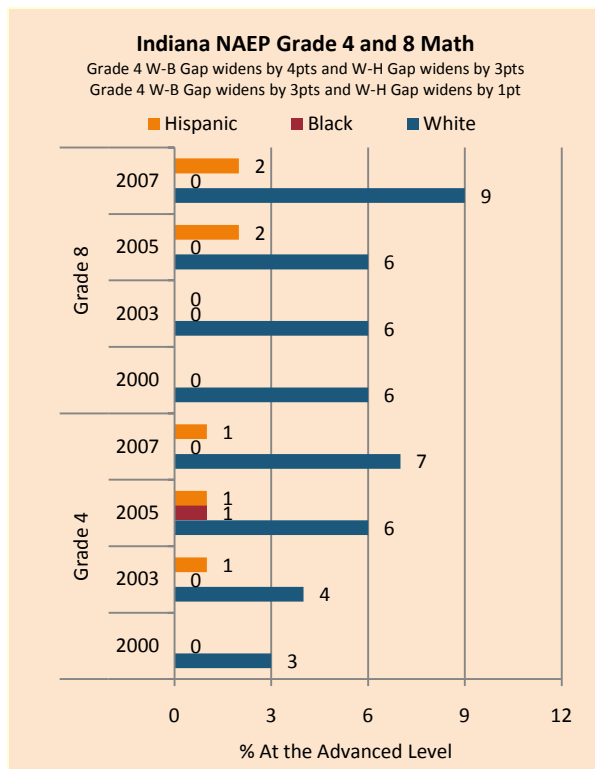
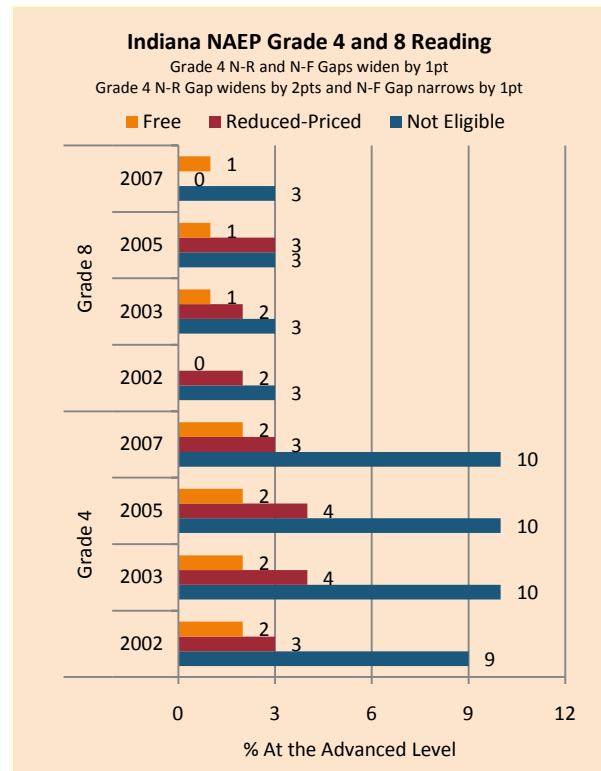
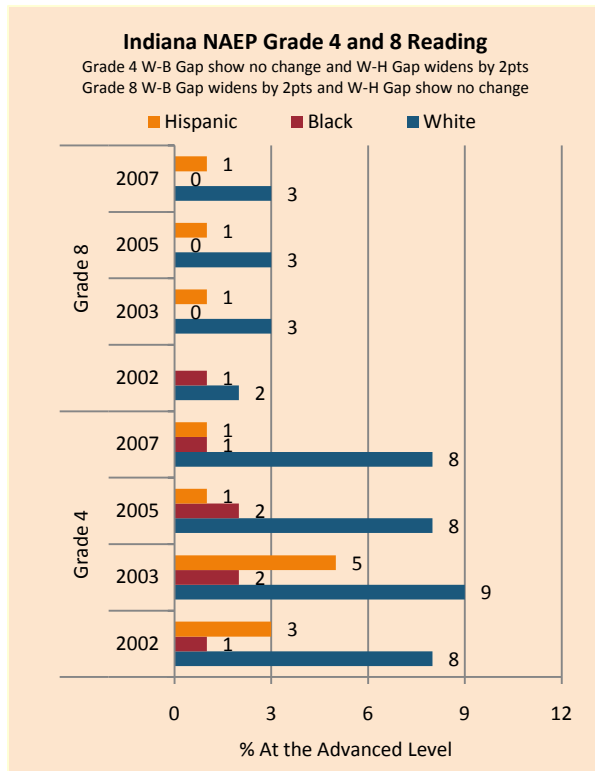
NAEP scale scores at the 90th percentile increased across subgroups in Math, with substantial gains by FARM students in Grade 4 and Hispanic students in Grade 8 (in Reading as well). The excellence gap in Math shrank in Grade 4 and between Hispanic and white students in Grade 8. In Reading, white and non-FARM students’ performances were relatively stable, with declines among FARM and Hispanic students in Grade 4 and Black students in Grade 8. Hispanic students made gains in Grade 8, determining changes in the excellence gap.

The proportion of students scoring at the advanced level on state assessments was relatively stable across subjects and grade levels, with the exception of declines in Math Grade 10 that resulted in narrower achievement gaps.

There were modest increases in achievement gaps as measured by mean AP scores, the percentage of tests taken that received a 5, and the number of tests taken weighted by enrollment. There was also an increase in the gap between white and Black students for the percentage of tests taken that scored a 5 weighted by enrollment.

Summary of State Policy as of 2006-2007

| State | Mandate Identify | Mandate Services | Gifted Identified | Identified by Gender | Identified by Ethnicity | GT Funding | GT Funding per Identified |
|---------|------------------|------------------|-------------------|----------------------|-------------------------|-------------|---------------------------|
| Indiana | no | no | 106,263 | yes | yes | \$5,836,340 | \$54.92 |



| NAEP Scores at the 90 th Percentile | | | | |
|--|------|------|----------|----------|
| Subject, Grade, Group | 2003 | 2007 | 2003 Gap | 2007 Gap |
| Math 4 Male | 272 | 278 | 2 | 3 |
| Math 4 Female | 269 | 275 | | |
| Math 8 Male | 325 | 330 | 4 | 5 |
| Math 8 Female | 321 | 325 | | |
| Reading 4 Male | 260 | 260 | 8 | 4 |
| Reading 4 Female | 268 | 264 | | |
| Reading 8 Male | 299 | 299 | 9 | 9 |
| Reading 8 Female | 308 | 308 | | |
| Math 4 ELL | 247 | 263 | 24 | 14 |
| Math 4 NonELL | 271 | 277 | | |
| Math 8 ELL | | 312 | | 16 |
| Math 8 NonELL | 323 | 328 | | |
| Reading 4 ELL | | 237 | | 26 |
| Reading 4 NonELL | 264 | 263 | | |
| Reading 8 ELL | | | | |
| Reading 8 NonELL | 304 | 304 | | |
| Math 4 FARM | 256 | 266 | 18 | 16 |
| Math 4 NonFARM | 275 | 282 | | |
| Math 8 FARM | 308 | 313 | 19 | 20 |
| Math 8 NonFARM | 327 | 333 | | |
| Reading 4 FARM | 250 | 248 | 18 | 20 |
| Reading 4 NonFARM | 268 | 268 | | |
| Reading 8 FARM | 288 | 289 | 20 | 20 |
| Reading 8 NonFARM | 308 | 309 | | |
| Math 4 White | 278 | 279 | | |
| Math 4 Black | 244 | 248 | 34 | 31 |
| Math 4 Hispanic | 253 | 259 | 24 | 20 |
| Math 8 White | 326 | 331 | | |
| Math 8 Black | 294 | 298 | 32 | 33 |
| Math 8 Hispanic | 298 | 311 | 27 | 19 |
| Reading 4 White | 266 | 265 | | |
| Reading 4 Black | 239 | 241 | 27 | 24 |
| Reading 4 Hispanic | 256 | 247 | 10 | 18 |
| Reading 8 White | 306 | 306 | | |
| Reading 8 Black | 285 | 281 | 22 | 25 |
| Reading 8 Hispanic | 289 | 300 | 17 | 6 |

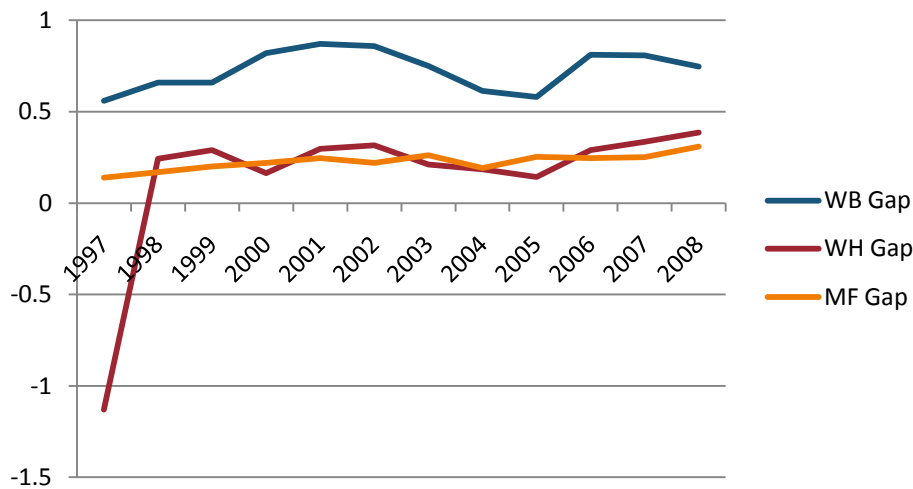
| ISTEP+ Grade 4,7, GQE Grade 10 in Reading Excellence Achievement Gaps on Race | | | | | | | | | | | | | | | |
|---|---------|---|---|-----|-----|---------|---|---|-----|-----|----------|---|---|-----|-----|
| % At the Pass+ Level | Grade 4 | | | | | Grade 7 | | | | | Grade 10 | | | | |
| | W | B | H | W-B | W-H | W | B | H | W-B | W-H | W | B | H | W-B | W-H |
| 2004 | 12 | 3 | 4 | 9 | 8 | 10 | 2 | 4 | 8 | 6 | 3 | 0 | 1 | 3 | 2 |
| 2005 | 12 | 3 | 3 | 9 | 9 | 9 | 2 | 3 | 7 | 6 | 3 | 0 | 0 | 3 | 3 |
| 2006 | 11 | 3 | 3 | 8 | 8 | 10 | 2 | 3 | 8 | 7 | 3 | 0 | 0 | 3 | 3 |
| 2007 | 10 | 2 | 3 | 8 | 7 | 12 | 2 | 3 | 10 | 9 | 3 | 0 | 1 | 3 | 2 |
| 2008 | 12 | 3 | 3 | 9 | 9 | 11 | 2 | 3 | 9 | 8 | 3 | 0 | 1 | 3 | 2 |

| ISTEP+ Grade 4, 7, GQE Grade 10 in Mathematics Excellence Achievement Gaps on Race | | | | | | | | | | | | | | | |
|--|---------|---|---|-----|-----|---------|---|---|-----|-----|----------|---|---|-----|-----|
| % At the Pass+ Level | Grade 4 | | | | | Grade 7 | | | | | Grade 10 | | | | |
| | W | B | H | W-B | W-H | W | B | H | W-B | W-H | W | B | H | W-B | W-H |
| 2004 | 14 | 4 | 7 | 10 | 7 | 18 | 3 | 6 | 15 | 12 | 13 | 1 | 3 | 12 | 10 |
| 2005 | 17 | 5 | 8 | 12 | 9 | 19 | 4 | 7 | 15 | 12 | 14 | 2 | 4 | 12 | 10 |
| 2006 | 16 | 5 | 6 | 11 | 10 | 22 | 4 | 9 | 18 | 13 | 14 | 2 | 4 | 12 | 10 |
| 2007 | 19 | 7 | 8 | 12 | 11 | 21 | 5 | 8 | 16 | 13 | 15 | 2 | 5 | 13 | 10 |
| 2008 | 17 | 6 | 8 | 11 | 9 | 21 | 5 | 9 | 16 | 12 | 9 | 1 | 3 | 8 | 6 |

| ISTEP+ Grade 4, 7, GQE Grade 10 Reading Excellence Achievement Gaps on SES | | | | | | | | | |
|--|---------|---|-----|---------|---|-----|----------|---|-----|
| % At the Advanced Level | Grade 4 | | | Grade 7 | | | Grade 10 | | |
| | N | P | Gap | N | P | Gap | N | P | Gap |
| 2004 | 15 | 4 | 11 | 12 | 3 | 9 | 4 | 1 | 3 |
| 2005 | 15 | 4 | 11 | 11 | 3 | 8 | 3 | 1 | 2 |
| 2006 | 14 | 4 | 10 | 12 | 3 | 9 | 4 | 1 | 3 |
| 2007 | 13 | 3 | 10 | 14 | 4 | 10 | 4 | 1 | 3 |
| 2008 | 15 | 4 | 11 | 14 | 4 | 10 | 4 | 1 | 3 |

| ISTEP+ Grade 4, 7, GQE Grade 10 Mathematics Excellence Achievement Gaps on SES | | | | | | | | | |
|--|---------|---|-----|---------|---|-----|----------|---|-----|
| % At the Advanced Level | Grade 4 | | | Grade 7 | | | Grade 10 | | |
| | N | P | Gap | N | P | Gap | N | P | Gap |
| 2004 | 17 | 6 | 11 | 21 | 6 | 15 | 15 | 3 | 12 |
| 2005 | 20 | 8 | 12 | 23 | 7 | 16 | 15 | 4 | 11 |
| 2006 | 19 | 7 | 12 | 26 | 8 | 18 | 16 | 4 | 12 |
| 2007 | 22 | 9 | 13 | 25 | 8 | 17 | 17 | 4 | 13 |
| 2008 | 20 | 8 | 12 | 25 | 8 | 17 | 11 | 2 | 9 |

Gaps in Mean AP Scores



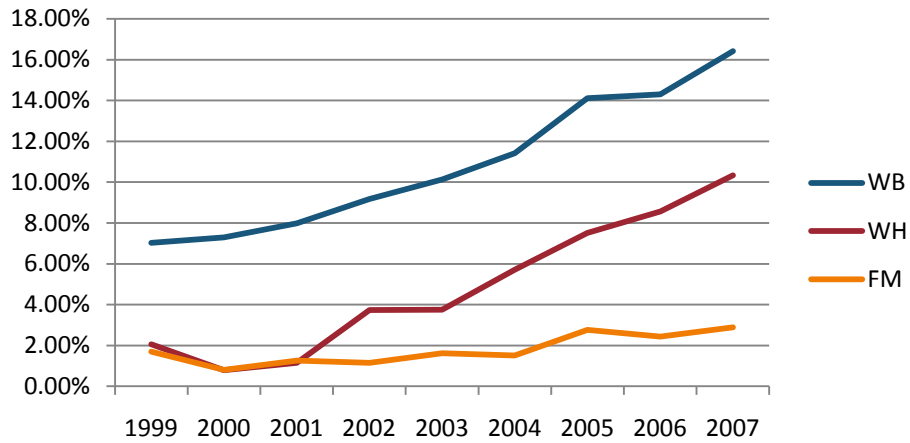
Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup*

| | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|----------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Male | 7.59% | 9.72% | 11.04% | 11.71% | 12.91% | 14.17% | 12.86% | 12.80% | 12.29% | 13.29% | 13.34% | 14.12% |
| Female | 5.38% | 6.16% | 6.83% | 7.04% | 8.00% | 8.96% | 7.60% | 8.69% | 7.38% | 8.41% | 8.41% | 8.36% |
| White | 6.14% | 7.69% | 8.36% | 9.19% | 10.00% | 11.11% | 9.73% | 10.08% | 9.10% | 10.25% | 10.18% | 10.33% |
| Black | 1.67% | 1.50% | 1.49% | 1.56% | 3.11% | 2.75% | 3.05% | 3.59% | 2.92% | 1.28% | 2.23% | 2.34% |
| Hispanic | 5.86% | 5.74% | 6.08% | 8.82% | 7.53% | 8.33% | 8.93% | 10.83% | 7.76% | 7.72% | 8.78% | 7.65% |
| M-F Gap | 2.21% | 3.56% | 4.22% | 4.67% | 4.91% | 5.21% | 5.26% | 4.11% | 4.91% | 4.88% | 4.93% | 5.77% |
| W-B Gap | 4.47% | 6.19% | 6.87% | 7.63% | 6.89% | 8.36% | 6.67% | 6.48% | 6.18% | 8.97% | 7.95% | 7.99% |
| W-H Gap | 0.28% | 1.95% | 2.27% | 0.37% | 2.48% | 2.78% | 0.80% | -0.75% | 1.33% | 2.54% | 1.40% | 2.68% |

Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment*

| | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Male | 1.11% | 1.35% | 1.54% | 1.86% | 1.90% | 2.17% | 2.46% | 2.66% | 2.90% |
| Female | 0.80% | 0.87% | 1.05% | 1.28% | 1.25% | 1.61% | 1.68% | 1.88% | 2.07% |
| White | 0.87% | 1.07% | 1.23% | 1.50% | 1.49% | 1.76% | 1.92% | 2.13% | 2.37% |
| Black | 0.05% | 0.07% | 0.13% | 0.12% | 0.16% | 0.22% | 0.20% | 0.08% | 0.15% |
| Hispanic | 0.51% | 0.95% | 0.84% | 0.81% | 1.04% | 1.27% | 1.06% | 0.94% | 1.13% |
| M-F Gap | 0.31% | 0.48% | 0.48% | 0.58% | 0.65% | 0.57% | 0.78% | 0.77% | 0.83% |
| W-B Gap | 0.82% | 1.00% | 1.09% | 1.38% | 1.33% | 1.54% | 1.72% | 2.04% | 2.21% |
| W-H Gap | 0.36% | 0.11% | 0.39% | 0.69% | 0.46% | 0.49% | 0.87% | 1.19% | 1.23% |

Gaps in the Number of Tests Taken Weighted by Subgroup Enrollment*



*The unit of analysis for AP data is the test, not the student. AP test results are presented as the number of scores received by members of each subgroup, NOT the number of students who received a given score on any exam. These numbers are not equivalent because some students take multiple tests.