



## EDUCATION

### Indiana's National Rankings\*

National KIDS COUNT Book Education Ranking	14th
High School Graduation	12th
Fourth Grade Reading Proficiency	10th
Eighth Grade Math Proficiency	7th

*\*For each indicator, higher rankings (1st) indicate better outcomes for youth*

Children thrive when they have access to high-quality education from preschool through grade 12. Early educational success sets students on track to graduate, pursue postsecondary training and education, and successfully transition to adulthood. High-quality early childhood education, school engagement, math and reading proficiency, and regular attendance contribute to college and career readiness.



For our state to reach its full potential, it is critical that educational success reach all children. Yet, achievement gaps in Indiana are pervasive and persistent across the entire educational spectrum. Vulnerable groups lag behind their peers in terms of school readiness, reading, grades and educational attainment.

Groups most likely to be affected by achievement gaps include racial and ethnic minorities, low-income students, English-language learners, and students with disabilities.

### What Factors Contribute to Achievement Gaps?

**Poverty.** Poverty can threaten children’s early development and limit access to high-quality learning environments.<sup>1</sup>

**Parental factors.** Parents’ educational attainment, community connections, and knowledge of the education system affect their children’s educational achievement.<sup>2</sup>

**Community segregation.** Segregation of communities by socioeconomic status and race leads to a concentration of factors associated with achievement gaps, such as less experienced teaching staff.

**Teacher performance.** Teachers are estimated to have a two to three times larger impact on achievement than any other school factor. Less experienced teachers are more likely to teach in low-income schools than more experienced teachers.

### Third Grade Reading

**Reading is a fundamental skill that affects children’s performance and ability to comprehend other subjects such as math and science.**<sup>3</sup> Indiana’s IREAD-3 is the earliest statewide assessment that demonstrates achievement gaps. Black students, students with disabilities, and English language learners are less likely to meet third grade reading benchmarks than their peers.

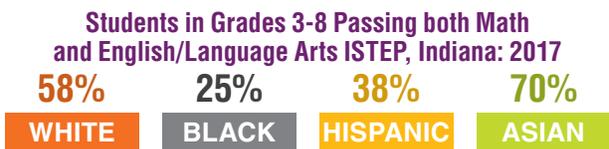
White	93.0%
Black	77.5%
Hispanic	81.6%
Multiracial	88.9%
General Education	94.7%
Special Education	66.2%
Non-English Language Learner	95.0%
English Language Learner	59.7%

Source: Indiana Department of Education

### ISTEP+

**Students of color, students with disabilities, English learners, and students receiving free or reduced-price lunch are less likely to pass ISTEP+ than their peers.**

- In 2017, 35.6% of students receiving free or reduced-price lunch passed ISTEP+, compared to 66.1% of students with paid lunch.
- 18.9% of students in special education passed ISTEP+, compared to 57.0% of students in general education.
- 17.4% of English learners passed ISTEP+, compared to 52.9% of non-English language learners.<sup>4</sup>



Source: Indiana Department of Education

### High Ability

**One in eight Indiana students are classified as high ability, but Indiana faces significant disparities in terms of the students who are identified.**

- Asian students are most likely to be identified as high ability (21.6%), followed by white (15.0%), Hispanic (7.1%), and black students (5.2%).<sup>5</sup>



**3 times**

In Indiana, white students are more likely to be identified as high ability than their black peers.

## High School Graduation

**Students of color are less likely than their peers to graduate from high school on time.**

- In 2016, 8.1% of black students dropped out of high school, compared to 5.1% of Hispanic students, 3.2% of white students, and 3.0% of Asian students.<sup>6</sup>
- Black students, students with disabilities, English-language learners, and low-income students are less likely to graduate on time than their peers.

High School Graduation Rate, Indiana: 2016	
White	90.9%
Black	79.6%
Hispanic	86.3%
Multiracial	86.7%
Asian	92.6%
Native Hawaiian or Other Pacific Islander	89.6%
American Indian	85.1%
Paid meals	95.1%
Free/Reduced price meals	86.5%
General Education	93.5%
Special Education	73.1%
Non-English Language Learner	91.4%
English Language Learner	75.0%

Source: Indiana Department of Education

## College Readiness

**Among students enrolling in Indiana public colleges, 14% need remediation.** Black students (29%), Hispanic students (17%), and students who received free or reduced-price lunch (21%) are more likely than their peers to need remediation in college.<sup>7</sup>

## What Solutions are Possible?

### Individuals

- ✓ Ask a child's school about their equity and inclusion policies.
- ✓ Keep the conversation going about disparities and ways we can all work together to address them.

### Organizations and Communities

- ✓ Increase diversity and cultural competence in and across the education workforce.
- ✓ Collaborate with entities *outside* the academic arena to address the social and economic factors outside the classroom that impact students' success *inside* the classroom.
- ✓ Disaggregate data whenever possible

### Leaders and Policy Makers

- ✓ Organizations, lawmakers and communities should collaborate and build positive support systems and address policies that create barriers to success.

## What Resources are Available?

**Race Equity and Inclusion Action Guide** from the Annie E. Casey Foundation provides steps to advance and embed race equity and inclusion within your organization. <http://www.aecf.org/resources/race-equity-and-inclusion-action-guide/>

**The Equity Project at Indiana University** provides data to educational decision-makers to better understand and address issues regarding educational equity. <http://www.indiana.edu/~equityiu/>

**Indiana Department of Education Compass** provides data on student performance disaggregated by demographic groups, allowing its users to identify achievement gaps among groups. <https://www.doe.in.gov/idoe/idoe-data>



# 2018 Indiana KIDS COUNT<sup>®</sup> Data Book

a profile of child well-being

## Education Spotlight Sources

<sup>1</sup> Child Trends (2016). The Other Achievement Gap: Poverty and Academic Success. Retrieved from <https://www.childtrends.org/the-other-achievement-gap-poverty-and-academic-success/>

<sup>2</sup> Indiana Youth Institute (2016). Achievement Gaps. Retrieved from <http://s3.amazonaws.com/iyi-website/issue-briefs/August-22-2016-Achievement-Gap.pdf?mtime=20160822133545>

<sup>3</sup> Child Trends (2015). Reading Proficiency Indicators of Child and Youth Well-Being. Retrieved from [https://www.childtrends.org/wp-content/uploads/2015/11/29\\_Reading\\_Proficiency.pdf](https://www.childtrends.org/wp-content/uploads/2015/11/29_Reading_Proficiency.pdf)

<sup>4</sup> Indiana Department of Education (2017). DOE Compass. Retrieved from <https://compass.doe.in.gov/>

<sup>5</sup> Indiana Department of Education (2017). High Ability Enrollment. Data Request.

<sup>6</sup> Indiana Department of Education (2017). DOE Compass. Retrieved from <https://compass.doe.in.gov/>

<sup>7</sup> Indiana Commission for Higher Education (2015). College Readiness Dashboard. Retrieved from <http://www.in.gov/che/4553.htm>