

INDIANA GIFTED & TALENTED EDUCATION

# State Alignment Summary

*Identify • Differentiate • Plan*

An overview of how Indiana's IC 20-36 and 511 IAC 6-9.1 require every public school corporation to operate a high ability program using multifaceted assessment, and how Renzulli Learning aligns.

## OVERVIEW

Indiana (**IC 20-36** and **511 IAC 6-9.1**) defines "high ability students" and requires **every public school corporation** to operate a **high ability program** that identifies and serves students needing more than the core curriculum. State statute calls for a **multifaceted assessment process** (performance-based, potential-based, and other assessments) and a **locally developed plan** guiding services K-12 with **differentiation in depth and breadth**.

## INDIANA'S G/T FRAMEWORK IN CONTEXT

Indiana's "high ability" terminology signals a broader framework than narrow intellectual giftedness — the **multifaceted assessment** standard explicitly combines performance-based and potential-based indicators to ensure equitable identification, including for students who may be overlooked by traditional tests.

### WHERE IT STANDS

- **IC 20-36** — High Ability Students statute
- **511 IAC 6-9.1** — Program Requirements rule
- **Every corporation** must operate high ability program
- **Multifaceted assessment:** performance + potential + other
- **Locally developed plan** K-12
- Services must be **differentiated in depth and breadth**
- Grants available via IDOE High Ability office
- Equitable ID including under-represented students

### RENZULLI LEARNING FIT

- **Profiler + Learning Styles Inventory** for holistic profiles
- **CTC** — creativity for potential-based assessment
- **EFA + Leadership Assessment** — additional evidence
- **Enrichment Database** — 40,000+ above-level activities
- **SEM-based PBL** — depth & breadth differentiation
- **PSP** — local plan & grant reporting documentation
- Supports K-12 continuous programming

## ALIGNMENT TO INDIANA'S G/T REQUIREMENTS

How Renzulli Learning's instruments and content directly support each of Indiana's expectations for advanced learners:

INDIANA REQUIREMENT	HOW RENZULLI LEARNING ALIGNS
<b>Operate High Ability Program in Every Public School Corporation K-12</b>	Ready-to-use tools help teams organize services beyond the core program and show how students are being served — meeting IC 20-36's universal-district requirement.
<b>Multifaceted Assessment (Performance, Potential, Other Measures)</b>	<b>Profiler + CTC + EFA + Leadership Assessment</b> provide both potential-based evidence (creativity, interests, EF) and performance-based signals — supporting the multifaceted approach 511 IAC 6-9.1 requires.
<b>Maintain Locally Developed Plan with Differentiated Services in Depth and Breadth</b>	<b>PSP</b> centralizes planning, enrichment mapping, and exportable evidence to support plan development, updates, and communication of depth-and-breadth differentiation.
<b>Provide Appropriately Differentiated Instruction Beyond the Regular Curriculum</b>	<b>Enrichment Database</b> (40,000+ interest-matched activities) and <b>SEM-style</b> projects increase depth, complexity, and creative problem-solving — directly delivering the "beyond regular curriculum" standard.
<b>Equitable Identification Including Under-Represented Students</b>	<b>CTC</b> reduces SES and language bias; <b>Profiler</b> reduces nomination bias; <b>EFA</b> surfaces 2E learners — supporting the equitable-access priority in Indiana's framework.
<b>Grant Reporting &amp; Family Communication (IDOE Guidance)</b>	<b>PSP</b> reporting tools and shareable student artifacts support transparency, family engagement, and grant documentation aligned to IDOE High Ability guidance.

### KEY TAKEAWAY

For Indiana corporations, Renzulli Learning is the unified platform that operationalizes **IC 20-36** and **511 IAC 6-9.1**. The Profiler, CTC, EFA, and Leadership Assessment deliver the multifaceted assessment Indiana requires — including potential-based indicators that identify under-represented high ability students; the Enrichment Database and PBL provide differentiation in depth and breadth; and the PSP generates the local plan and grant documentation the state framework expects.

### WANT THE FULL DETAILS?

This is a 2-page summary. Visit the complete Indiana G/T alignment page for the full statutory analysis, identification framework, and FAQs.

[renzullilearning.com/en/G-T-Alignment-by-State/Indiana](https://renzullilearning.com/en/G-T-Alignment-by-State/Indiana)

### REFERENCES AND SOURCES REVIEWED

- Indiana Department of Education — High Ability Education hub
- Indiana Code Article 36 — High Ability Students (definitions; programs; assessment)
- 511 IAC 6-9.1 — Program Requirements (differentiated services)
- IDOE — High Ability Programs FAQ