ANNUAL REPORT ON GIFTED AND TALENTED EDUCATION

Fiscal Year 2024

RYAN WALTERS
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Regina Hein, Ph.D.
Project Manager of Gifted and Talented and Advanced Placement
Office of Standards and Learning

TABLE OF CONTENTS

Introduction	4
Oklahoma's Legislative Mandate	5
Role of State Department of Education	8
2023-2024 Gifted Education Child Count Data	10
Screenings and Assessments Used for Identification	12
Gifted and Talented Programming	15
Gifted and Talented Teacher Data	17
Programming Options	18

ROLE OF THE STATE DEPARTMENT OF EDUCATION

1210.301-308 of Title 70

In administering the legislative mandate for gifted and talented education, the State Department of Education is required to provide:

1. The necessary State Department of Education staff with primary responsibility for:

    a. Developing educational programs for gifted and talented children,

    b. Ensuring appropriate assessment and evaluation procedures for use by school districts of this state, and

    c. Enforcing compliance with the provisions of Sections 1210.301-308 of Title 70 by school districts.

2. The procedures for educational screening, needs analysis and prescriptive programming for children who are gifted and talented by Regional Education Service Center personnel and others approved by the Department.

3. Inservice training for selected teachers, administrators, college personnel, parents and interested lay persons.

4. Assistance in the development of new programs for the eventual provision of high-quality programs for all children identified as gifted and talented.

5. Recommendations to the State Board of Education concerning qualifications of teachers for children who are gifted and talented.

6. Recommendations for degree programs and short course seminars for the preparation of teaching personnel for children who are gifted and talented.

7. Selected procedural safeguards for all potentially identifiable and identified gifted and talented children.

8. Auditing of gifted and talented education programs in twenty-five districts, selected at random, each year to determine compliance with the provisions of Section 1210.301-308 of Title 70. Also, program monitoring and auditing for other districts who identified students are not, as a group:
    - representative of racial and socioeconomic demographics of the district student population,
    - districts with unusual budget reports,
    - inappropriate implementation policies,
    - questionable gifted and talented child programming.

9. Any other programs, services, supplies, or facilities necessary to implement the provisions of this act. (70-1210.303)

The staff of the Gifted and Talented Section provides technical assistance and inservice opportunities in local school districts statewide. Information and ideas are shared which assist schools in planning and evaluating their programming options. An important responsibility of the staff is the collection and compilation of child count data for the purposes of state aid allocation.

The emphasis of the Gifted and Talented Section continues to be appropriate assessment of and appropriate programming for individual student needs and abilities. This emphasis is based on the belief that students are identified because they have specific educational needs and includes not only identification of students but assurance that the design of gifted and talented programming provides for the unique needs of each child. Of major importance is the utilization of unbiased assessment and diagnostic tools so that all students are properly assessed.

As Oklahoma schools reexamine their curriculum, processes and programs relative to the educational reform mandates, education of gifted students is being reexamined and redefined.

SY2023-2024 CHILD COUNT DATA

Gifted and Talented Identification

Identification Area	Number of Students
Total number of gifted students	89,854
Total number of gifted students identified, but not served	692
Total number of students identified in the top three percent **(3%)** on an ability test	35,015
Total number of students identified by multiple criteria	54,839
Total number of students identified with disabling conditions	6,286

Ethnicity/Race Distribution of Gifted Students

Gifted and Talented Distribution by Ethnicity/Race	Total Number of Students
Hispanic/Latino	13,268
American Indian or Alaskan Native	9,108
Asian	3,445
Black or African American	3,518
Native Hawaiian or Other Pacific Islander	228
White	48,561
Two or More Races	11,506

Gender Distribution of Gifted Students

Gifted and Talented Distribution by Gender	Total Number of Students
Male	46,257
Female	43,368
Unknown	9

Fund Allocations and Expenditures

Expenditure Summary	Total Amount
Total amount of gifted money generated through the state aid formula	$54,200,000
Total amount of gifted and talented money expended by districts	$106,920,000

Screening and Assessments Used for Identification

Category 1: Top 3% on a nationally normed test of intellectual ability	
Type of Screening/Assessment Used in the Identification Process of Gifted and Talented Students	**Number of Districts Utilizing**
Cognitive Abilities Test (CogAT)	190
Kaufman Brief Intelligence Test (K-BIT or K-BIT2)	67
Naglieri Non-Verbal (NNAT 1, 2, or 3)	144
Otis-Lennon School Ability Test (OLSAT)	170
Raven's Progressive Matrices	3
Slosson Intelligence Test-Revised	143
Stanford-Binet Intelligence Scale	27
Wechsler Intelligence Scale III or Wechsler Preschool and Primary Scale	39
Woodcock-Johnson Psychoeducational Test	87
Other	43

Additional tests given that are achievement tests:

- Iowa Assessment
- Pre-ACT, ACT
- Reynolds Intellectual Assessment Scales
- STAR math and reading
- Wide Range Intelligence Test
- NWEA-Measures of Academic Progress
- ASVAB
- SAGES II
- TONI and TONI-4
- WISC-IV

Category 2: Multi-criteria evaluation procedures	
Types of Assessments	**Number of Districts Utilizing**
Autobiographies, work samples, portfolios, auditions	251
Measures of achievement	477
Referrals - professional, peer, parent, self	488
Scales, inventories, checklists	287

CRITERIA FOR IDENTIFYING STUDENTS

Type of Identification	Number of Districts or Charters Utilizing
General intellectual ability - Top 3%	500
Creative thinking ability	414
Leadership ability	428
Visual and performing arts ability	386
Specific academic ability	470

Multiple-Criteria Procedure Used in Identification Process	Number of Districts or Charters Using This Procedure
Autobiographies, work samples, portfolios, auditions	251
Measures of achievement	477
Measures of performance	410
Referrals: professional, peer, parent, self, other	488
Scales, inventories, checklists	287
Test of intellectual ability	446

GIFTED AND TALENTED PROGRAMMING

GT Programming Options	Number of Districts Providing
Acceleration	326
Advanced Placement® Courses	293
Cluster grouping	153
Concurrent enrollment	400
Continuous progress	129
Correspondence courses	77
Creative and academic competitions	416
Cross-grade grouping	183
Differentiated curriculum	342
Dual enrollment	194
Duke Talent Search	84
Enrichment classes	294
Enrichment in regular classroom	403
“Great Books” and “Junior Great Books”	25
Guidance and counseling	398
Honors, differentiated or enriched classes	283
Independent study	249
Individualized education programs	200
Individualized instruction	248
Instructional groups	195
Interest groups	213
International Baccalaureate	2

Learning centers	222
Mentorships	193
Ongoing assessment	227
Proficiency Based Promotion	524
Resource room	182
Saturday enrichment programs	26
Seminars/convocations	108
Special schools	13
Summer enrichment programs	165

GIFTED AND TALENTED TEACHER DATA

GT Educator Criteria and In-Service Training	Total Number in the State
Number of GT teachers who teach GT students for any portion of the day	34,869
Number of GT teachers who provide direct services (resource, pull out, AP/honors, enrichment)	1,437
Number of teachers, counselors, and administrators with certification, endorsement, and/or degree	299
Number of teachers, counselors, and administrators with some college coursework in GT	0
Number of teachers, counselors, and administrators receiving GT training in the last 3 years (National, state, SDE, district, and/or regional)	18,380

PROGRAMMING OPTIONS FOR STUDENTS WHO ARE GIFTED AND TALENTED

Appropriate programming for students who are gifted and talented will include curricular modification designed to meet assessed needs of the students. Each programming option must provide challenging educational experiences for these students.

Enrichment

Enrichment in the General Education Classroom - Experiences provided in the general classrooms that are supplemental to the established curriculum and are purposefully planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material.

Seminars/Convocations - Special short-term sessions where students focus on one area of study.

Mentorships - A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor, or role model.

Summer Enrichment Programs - Enrichment classes or courses offered during the summer months.

Saturday Enrichment Programs - Enrichment classes or courses offered on Saturday.

Creative and Academic Competitions - Organized opportunities for students to enter local, regional, state, or national contests in a variety of areas.

Differentiated Curriculum - Curriculum designed to meet the needs of high ability students and differentiated according to content, process, and product.

Learning Centers - A designated area or portable center designed to enrich and/or accelerate students' interests in a given content area.

"Great Books" and "Junior Great Books" - Discussions of great literature led by an adult discussion leader using a prepared question guide.

Special Classes

Honors, Differentiated, or Enriched Classes - Include differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.

Advanced Placement Courses - College level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program® of the College Board).

Independent Study - Individual in-depth study of a topic; also a course or unit of study taken through an individual arrangement.

Enriched Classes - A group organized from one or more classrooms which meets on a regular basis to provide experiences beyond the established curriculum.

Interest Groups - Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.

Correspondence Courses - High school courses taken by correspondence through an approved university.

Resource Room - A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of students who are gifted and talented.

Flexible Pacing: Types

Continuous Progress - The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.

Acceleration - Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.

Proficiency Based Promotion - Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at a level determined by each school district on designated assessments.

Concurrent Enrollment - Qualified students taking college courses concurrently while in high school.

Dual Enrollment - Qualified students taking middle level or high school courses while at the elementary level or high school courses while at the middle level.

Flexible Pacing: Implementation Methods

Cluster Grouping - Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.

Cross-Grade Grouping - Opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.

Instructional Groups - Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.

Individualized Education Program - A program designed to meet the particular educational needs of that student.

Curriculum Compacting - A system designed to adapt the general curriculum to meet the needs of advanced students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.

Special Schools

International Baccalaureate (IB) - A rigorous, comprehensive program that enhances and extends the quality of the eleventh and twelfth grade course offerings. The internationally recognized IB curriculum provides students with a comprehensive background in English, foreign language, the social sciences, physical and life sciences, mathematics, and the arts.

Special Schools - Specialized schools for high ability students, usually with a specific focus, e.g., performing arts and/or science (magnet schools or schools within schools).

Other Services

Guidance and Counseling - Planned activities, sessions and policies that assist gifted and talented students in planning their academic career including students who are underachieving.

Ongoing Assessment - Students' abilities and needs are continually assessed through both formal and informal means designed to discover and nurture talent. The results are used as the basis for individual educational planning.