

# ANNUAL REPORT ON GIFTED AND TALENTED EDUCATION

## Fiscal Year 2025



LINDEL FIELDS  
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION  
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

DR. REGINA HEIN  
PROJECT MANAGER, GIFTED AND TALENTED AND ADVANCED PLACEMENT  
OFFICE OF STANDARDS AND LEARNING  
OKLAHOMA STATE DEPARTMENT *of* EDUCATION



# TABLE OF CONTENTS

Role of State Department of Education	3
Gifted Education Child Count Data	5
Screenings and Assessments Used for Identification	7
Criteria for Identifying Students	10
Gifted and Talented Programming	11
Gifted and Talented Teacher Data	13
Programming Options	14



# 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.



# SY2024-2025 CHILD COUNT DATA

## Gifted and Talented Identification

Child count data refers to the official number of students identified and served in a district's Gifted and Talented program. Each year, school districts report this data to the Oklahoma State Department of Education (OSDE) through the October 1 Child Count submission.

This information is used to:

- Determine funding allocations
- Monitor program compliance
- Guide program improvement and planning

Identification Area	Number of Students
Total number of gifted students	94,066
Total number of gifted students identified, but not served	0
Total number of students identified in the top three percent (3%) on an ability test	35,060
Total number of students identified by multiple criteria	59,006
Total number of students identified with disabling conditions	7,029

## Ethnicity/Race Distribution of Gifted Students

Gifted and Talented Distribution by Ethnicity/Race	Total Number of Students
Hispanic/Latino	14,390
American Indian or Alaskan Native	9,117
Asian	3,594
Black or African American	3,682
Native Hawaiian or Other Pacific Islander	267
White	48,540
Two or More Races	12,378



## Gender Distribution of Gifted Students

Gifted and Talented Distribution by Gender	Total Number of Students
Male	47,552
Female	44,404
Unknown	12

## Fund Allocations and Expenditures

Expenditure Summary	Total Amount
Total amount of gifted money generated through the state aid formula	\$65,769,233
Total amount of gifted and talented money expended by districts	\$99,146,164



# SCREENING AND ASSESSMENTS USED FOR IDENTIFICATION

Screening and assessment are key steps in identifying gifted students.

Screening is the first stage of the process. It involves reviewing all students' data to look for potential indicators of giftedness. This can include classroom performance, state or local test scores, teacher and parent nominations, creativity checklists, or behavioral observations. The goal is to ensure that every student has an opportunity to be considered, and that gifted potential is not overlooked, especially among students from diverse or underserved backgrounds.

Assessment follows screening and involves using formal, standardized measures to gather more specific information about a students' abilities. Districts may use nationally normed ability or achievement tests, or creativity assessments. Results from these assessments are considered along with other qualitative data to make a final identification decision.

In Oklahoma, Category 1 identification refers to students who score at or above the 97<sup>th</sup> percentile on a nationally standardized test of intellectual ability.

These students automatically qualify for gifted identification under state law (70 O.S. 1210.301) and must be provided appropriate gifted educational services as outlined in the district's Gifted and Talented plan.

Category 1 represents the state-mandated minimum requirement for identification and ensures consistency across all Oklahoma districts in recognizing students with exceptional intellectual ability.

In Oklahoma, category 2 identification allows districts to identify additional students who demonstrate giftedness in areas beyond intellectual ability. These areas may include specific academic aptitude, creative or productive thinking ability, leadership ability, or visual and performing arts talent.

Category 2 uses multiple criteria such as achievement data, teacher or parent nominations, portfolios, performances, or creativity assessments.

This category gives districts flexibility to recognize and serve a broader range of gifted behaviors and talents, ensuring that students with diverse strengths and backgrounds have access to gifted education services.





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)	203
Kaufman Brief Intelligence Test (K-BIT or K-BIT2)	80
Naglieri Non-Verbal (NNAT 1, 2, or 3)	157
Otis-Lennon School Ability Test (OLSAT)	165
Raven's Progressive Matrices	5
Slosson Intelligence Test-Revised	148
Stanford-Binet Intelligence Scale	34
Wechsler Intelligence Scale III or Wechsler Preschool and Primary Scale	49
Woodcock-Johnson Psychoeducational Test	96
Other	51

**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	258
Measures of achievement	478
Referrals - professional, peer, parent, self	512
Scales, inventories, checklists	294



## CRITERIA FOR IDENTIFYING STUDENTS

Gifted identification uses multiple measures, including academic performance (Type 1) and creative, leadership, or artistic abilities (Type 2).

Type of Identification	Number of Districts or Charters Utilizing
General intellectual ability - Top 3%	529
Creative thinking ability	422
Leadership ability	438
Visual and performing arts ability	399
Specific academic ability	484

Multiple-Criteria Procedure Used in Identification Process	Number of Districts or Charters Using This Procedure
Autobiographies, work samples, portfolios, auditions	258
Measures of achievement	478
Measures of performance	425
Referrals: professional, peer, parent, self, other	512
Scales, inventories, checklists	294
Test of intellectual ability	449



## GIFTED AND TALENTED PROGRAMMING

A gifted and talented program is a planned and systematic set of educational services designed to meet the needs of students who demonstrate high academic ability, creativity, leadership, visual/performing arts talent, or advanced reasoning skills beyond their same aged peers.

To meet the definition of a gifted and talented program, districts must:

- Have a written district Gifted & Talented plan, approved by the Local Advisory Committee (LAC) and the Board of Education.
- Identify gifted students using multiple criteria (ability, achievement, creativity, etc.) in grades K-12.
- Provide appropriate services, differentiated instruction, and ongoing curriculum-based programming, not just enrichment events.
- Appoint a Local Advisory Committee (LAC) that meets at least twice a year to review and advise on the program.
- Use the gifted funding (.34 weight) to directly support gifted student services.
- Report data annually on identification, programming, and expenditures through the Gifted Report.

GT Programming Options	Number of Districts Providing
Acceleration	329
Advanced Placement® Courses	325
Cluster grouping	160
Concurrent enrollment	417
Continuous progress	136
Correspondence courses	77
Creative and academic competitions	415
Cross-grade grouping	185
Differentiated curriculum	340
Dual enrollment	207
Duke Talent Search	69



Enrichment classes	413
Enrichment in a regular classroom	413
“Great Books” and “Junior Great Books”	24
Guidance and counseling	398
Honors, differentiated or enriched classes	300
Independent study	250
Individualized education programs	199
Individualized instruction	234
Instructional groups	201
Interest groups	217
International Baccalaureate	2
Learning centers	216
Mentorships	202
Ongoing assessment	223
Proficiency Based Promotion	538
Resource room	197
Saturday enrichment programs	27
Seminars/convocations	115
Special schools	11
Summer enrichment programs	150



## GIFTED AND TALENTED TEACHER DATA

To provide gifted and talented services in Oklahoma, teachers are required to hold a standard teaching certificate and may earn a Gifted Education endorsement by completing approved coursework or passing the OSAT exam in Gifted Education.

However, at this time, Oklahoma colleges and universities are not currently offering coursework needed for the endorsement. As a result, many educators must seek programs out-of-state to obtain certification.

This has contributed to a statewide shortage of teachers formally trained in gifted education, making it difficult for districts to meet program requirements and provide appropriate services.

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	35,083
Number of GT teachers who provide direct services (resource, pull out, AP/honors, enrichment)	1,471
Number of teachers, counselors, and administrators with certification, endorsement, and/or degree	239
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)	19,8772



# 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 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.

