JOY HOFMEISTER
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Joy Hofmeister

DATE: August 25, 2016

SUBJECT: Gifted and Talented Education Annual Report

Recommend approval for the annual report of the Gifted and Talented Education Program for the academic year 2015-2016 pursuant to 70 O.S. § 1210.301-3-7

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ANNUAL REPORT ON

GIFTED AND

TALENTED EDUCATION

JOY HOFMEISTER

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

Fiscal Year 2016

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State Superintendent of Public Instruction
State Department of Education

OKLAHOMA STATE DEPARTMENT OF EDUCATION

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INTRODUCTION

More than three decades ago, Senator Jacob K. Javits sponsored a bill requiring United States Commissioner of Education Sidney Marland to evaluate the status of the nation's gifted and talented children. The Commissioner was further directed to provide Congress with recommendations specifying how other federal educational assistance programs could be more effectively used to meet the needs of this population. The resulting report, *Education of the Gifted and Talented*, was published in 1972 and was widely acclaimed as a landmark document in the education of the gifted and talented.

For the next ten years, limited funds were provided to state and local educational agencies for program development. States, including Oklahoma, used the modest incentive grants to create statewide awareness of the needs of the students who were identified as gifted and talented. Those seed monies, in turn, led to the allocation of state funds to support further programming.

In 1981, Oklahoma became the seventeenth state to mandate educational services for students identified as gifted and talented. Twenty-three other states also mandated services for students who are gifted and talented. According to the 2010-2011 State of the States in Gifted Education, thirty-one states, including Oklahoma, fund gifted programs in some way. Oklahoma's funding comes through the state aid formula and is a weight of .34 for each student identified and served in gifted and talented education.

In the same year that Oklahoma mandated gifted and talented education, federal leadership in the area of gifted and talented education effectively ended with the passage of *The Education Consolidation and Improvement Act of 1981*. Many states, including Oklahoma, continued to expand programs and budgets for the gifted and talented throughout the 1980s, 1990s and 2000s.

In 2012, the Oklahoma State Board of Education passed the first Oklahoma Gifted Education Specialist certification in Oklahoma history. According to the 2010-2011 State of the States in Gifted Education survey, Oklahoma is now the thirty-fourth state to offer a gifted certification for teachers.

OKLAHOMA'S LEGISLATIVE MANDATE

Gifted and talented education was mandated by the legislature in 1981, through the enactment of Title 70 O.S. Sections 1210.301-307 (Senate Bill 214), making Oklahoma the seventeenth state in the nation to take this step. "Gifted and talented children" were defined as "those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services." For the purpose of this definition, "demonstrated abilities of high performance capability" meant those identified students who score in the top three percent (3%) on any nationally standardized test of intellectual ability, or may include students who excel in one or more of the following areas:

a. Intellectual ability,
b. Creative thinking ability,
c. Leadership ability,
d. Visual or performing arts ability, and
e. Specific academic ability (SB 214, Section 1).

Title 70 O.S. § 1210.301-307, also told schools to:

> ". . . identify children in capability areas by means of a multicriteria evaluation. Provided, with first and second grade level children, a local school district may utilize other evaluation mechanisms such as, but not limited to, teacher referrals in lieu of standardized testing measures."

In 1985, House Bill 1466, changed the definition of "demonstrated abilities of high performance capability" to read:

> ". . . those identified students who score in the top three percent (3%) on any nationally standardized test of intellectual ability. Said definition may also include students who excel in one of more of the following areas:"
>
> (1) Creative thinking ability,
> (2) Leadership ability,
> (3) Visual and performing arts ability, and
> (4) Specific academic ability.
> "

House Bill 1466 also added the requirement for each local board of education to adopt a written policy. This policy statement was required to specify criteria for placement and to be consistent for Grades 1-12.

In 1990, the 42nd Legislature, in Senate Bill 770, Section 63, added the requirements that local school districts notify in writing the parents of students identified as gifted and talented "of the fact that the child has been so identified" and provide "each such parent a summary of the program to be offered such child."

The Second Session of the 44th Legislature made several important additions to the statutory mandate for gifted and talented education in House Bill 2041. Local Advisory Committees on Education for Gifted and Talented Children are to be appointed by local school

boards. These committees will assist in formulating district goals, developing the district plan, preparing the district report and other advisory duties as requested by the local school board.

Each local school district must submit a Gifted Education Plan (GEP) to the State Department of Education for approval. The GEP includes:

(1) A written process for assessment and selection of children for placement in gifted and talented programming options.

(2) A description of programming options and curriculum which demonstrates that the curriculum is sequential and is differentiated from the normal curriculum in pace, breadth, and/or depth.

(3) Criteria for evaluation of the gifted child educational programming.

(4) Evidence of participation by the local advisory committee in establishing goals, planning, child identification process, and program evaluation.

(5) Required competencies and duties of the staff for gifted and talented child educational programming.

(6) A budget for the district gifted and talented child educational programming.

(7) Gifted Child Count as required by the State Department of Education.

Other additions to the statutes include:

(1) A yearly expenditures report for gifted and talented child educational programming.

(2) Program monitoring of twenty-five randomly selected districts.

(3) Monitoring of other districts whose identified students are not, as a group, representative of racial and socioeconomic demographics of district student population, districts with unusual budget reports, inappropriate implementation policies or questionable gifted and talented child programming.

(4) A penalty for districts who cannot demonstrate that the depth, breadth, and pace of the curriculum have been and continue to be in compliance with the provisions of Sections 1210.301-308 of Title 70.

(5) A cap on the number of students for whom districts can be reimbursed for gifted and talented services. The number of identified students for which a district will receive reimbursement will be limited to:

- Those students scoring in the top three percent (3%) on any nationally standardized test of intellectual ability, and

- Those students identified by multiple criteria; up to eight percent (8%) of the total average daily membership of the school district for the preceding year.

It is important to note that this cap does not limit the number of students who can be identified and served; rather it limits reimbursement.

ROLE OF THE STATE DEPARTMENT OF EDUCATION

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. Assuring 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 and the projection of program alternatives 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 district student population, districts with unusual budget reports, inappropriate implementation policies, or 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 included 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 culturally unbiased assessment and diagnostic tools so that culturally different and economically disadvantaged 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. Appropriate educational opportunities come in the many forms discussed in this report. The provision of appropriate education services is a high priority for the staff of the Gifted and Talented Section.

2015-2016 CHILD COUNT DATA

Number of gifted students identified and served	96,847
Number of gifted students identified, not served	93
Number of students identified in top three percent (3%) on an ability test	38,487
Number of students identified by multiple criteria	58,360
Number of students identified with disabling conditions	1240
Gender distribution:	
Male	47,641
Female	49,206
Ethnicity:	
Hispanic/Latino	9,896
Race tabulations of Non-Hispanic/Latino:	
American Indian or Alaskan Native	13,094
Asian	3,414
Black or African American	4,378
Native Hawaiian or Other Pacific Islander	186
White	58,326
Two or More Races	7,553
Number of districts/charters serving each ability area:	
General intellectual ability	507
Creative thinking ability	405
Leadership ability	403
Visual and performing arts ability	366
Specific academic ability	497

Number of districts using each multiple criteria procedure:

Autobiographies, work samples, portfolios, auditions	254
Measures of achievement	504
Measures of performance	422
Referrals - professional, peer, parent, self, other	516
Scales, inventories, checklists	266
Test of intellectual ability	447

Number of districts offering various programming options:

Acceleration	356
Advanced Placement® Courses	299
Cluster grouping	163
Concurrent enrollment	408
Continuous progress	127
Correspondence courses	120
Creative and academic competitions	439
Cross-grade grouping	210
Differentiated curriculum	321
Dual enrollment	162
Duke Talent Search	168
Enrichment classes	263
Enrichment in regular classroom	435
“Great Books” and “Junior Great Books”	41
Guidance and counseling	396
Honors, differentiated or enriched classes	310

Independent study	282
Individualized education programs	167
Individualized instruction	246
Instructional groups	182
Interest groups	208
International Baccalaureate	2
Learning centers	212
Mentorships	140
Ongoing assessment	229
Proficiency Based Promotion	549
Resource room	146
Saturday enrichment programs	33
Seminars/convocations	132
Special schools	17
Summer enrichment programs	112

Cost analysis:

Amount of gifted money generated through the state aid formula …….….$46,259,612

Amount of gifted money budgeted by districts …….…….. $97,718,483

PROGRAMMING OPTIONS FOR STUDENTS WHO ARE GIFTED AND TALENTED

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

Enrichment

Enrichment in the Regular Classroom - Experiences provided in regular classrooms that are supplemental to the established curriculum and which 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 a a guide, advisor, counselor, and 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 - Individually contracted 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 the ninety percent (90%) level 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
(Ways to implement)

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 regular curriculum to meet the needs of above average 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 students who are gifted and talented in planning their academic career in school and after high school, and that also address the specific social-emotional needs of students who are gifted and talented, including those 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.

Duke Talent Search - Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.

OKLAHOMA STATE DEPARTMENT OF

EDUCATION

CHAMPION EXCELLENCE

ANNUAL REPORT ON GIFTED AND TALENTED EDUCATION

Academic Year 2015-2016

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

2015-2016 Child Count Data

- Students identified and served: **96,847**
  - 14% of total school population
  - 38,487 identified in the top 3% on ability test
  - 58,360 identified by multiple criteria

- Identified students with disabling conditions (IEP, 504 plan, special education): **1,240**

OKLAHOMA STATE DEPARTMENT OF EDUCATION
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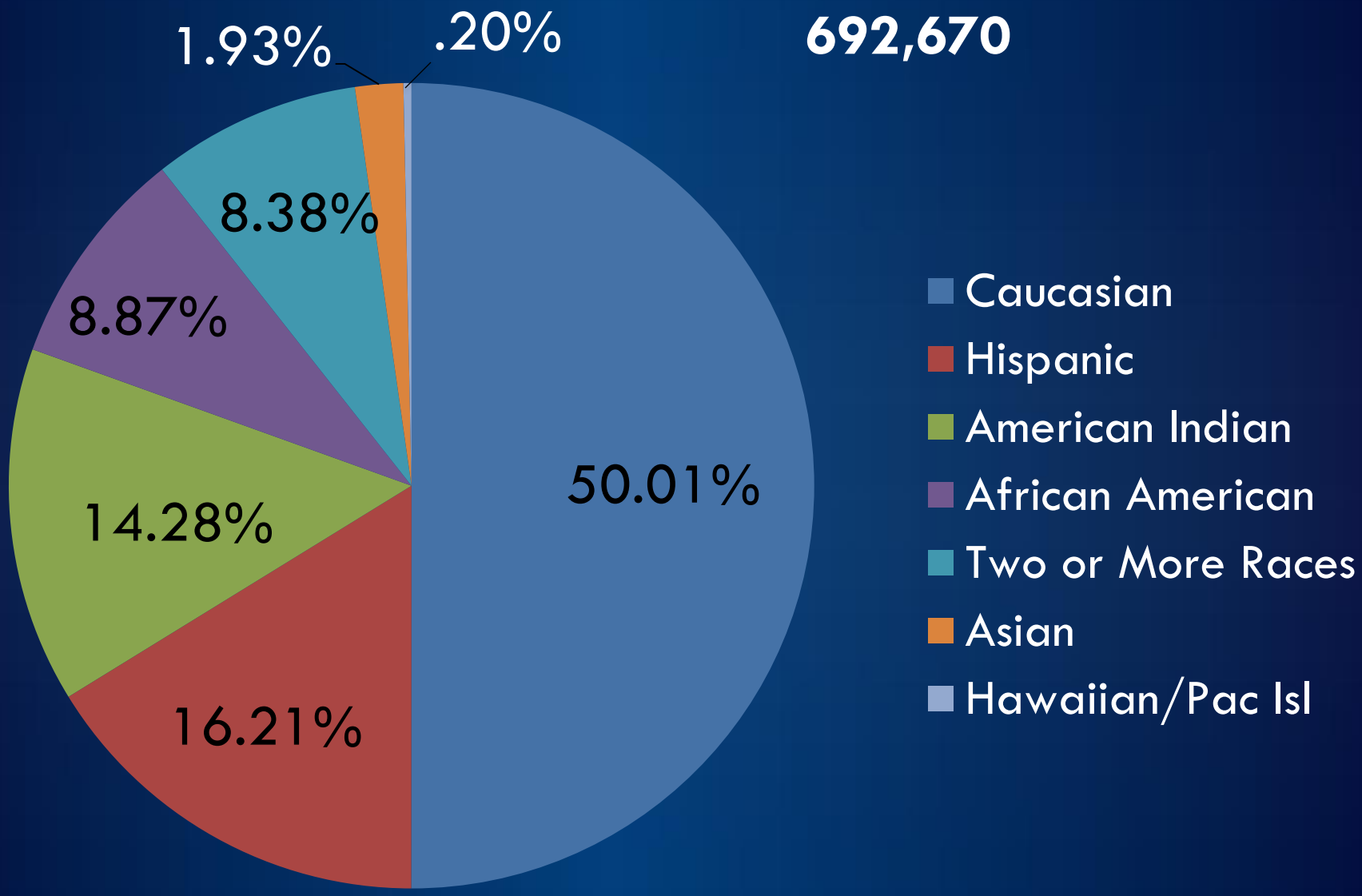
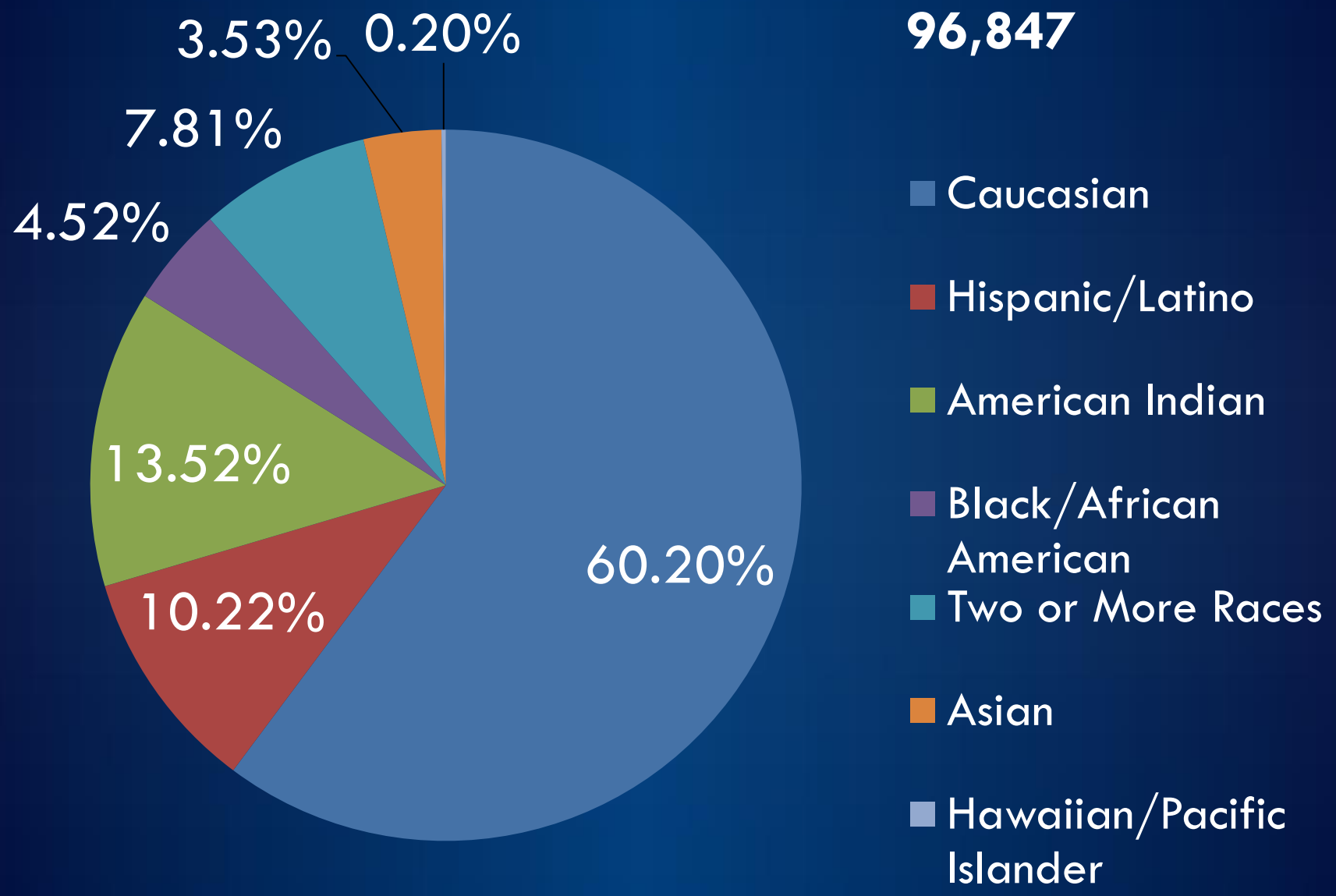
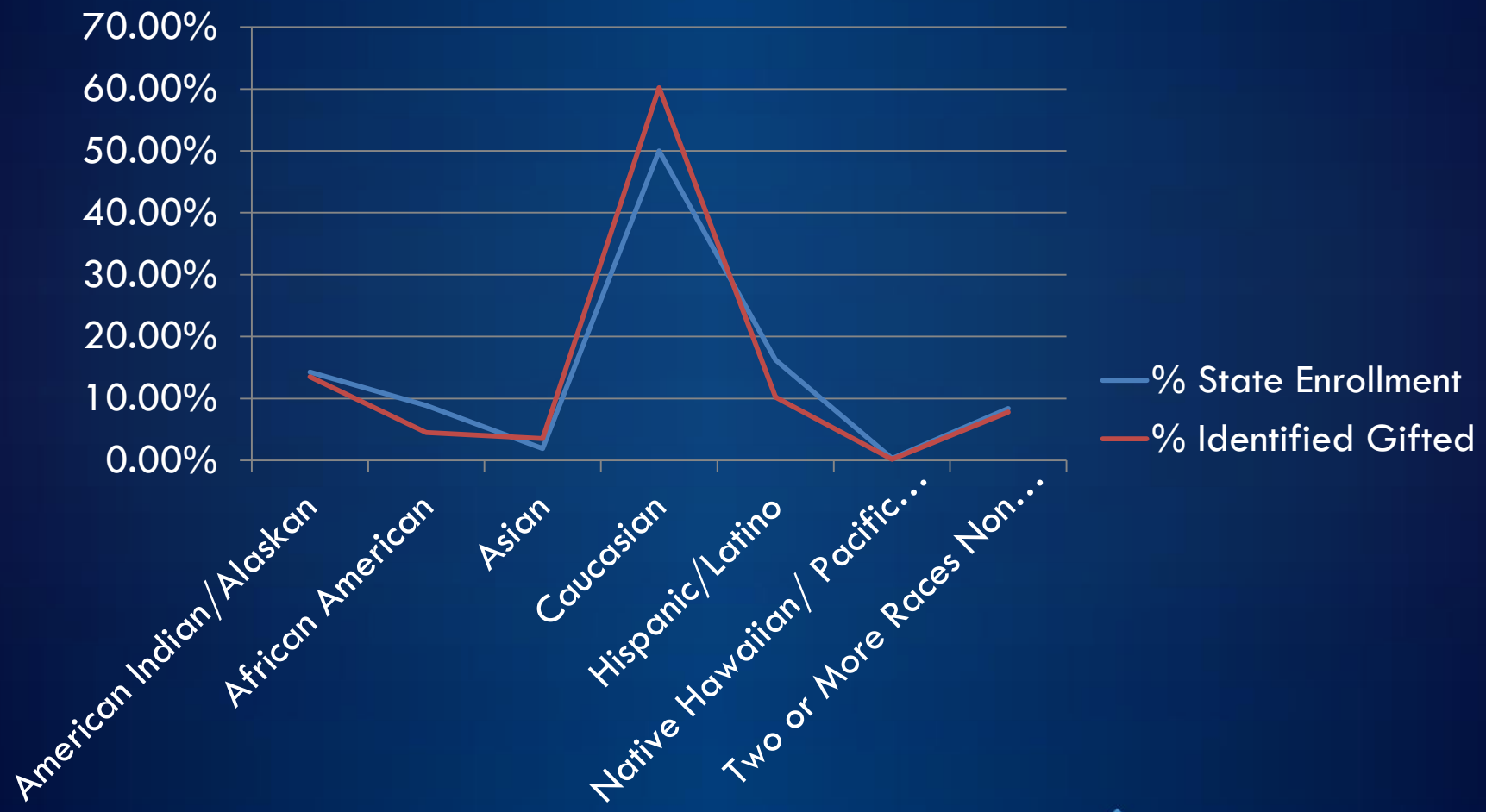
State Enrollment 2015-2016
692,670



Identified GT 2015-2016
96,847



State Enrollment and Identified Gifted



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2015-2016 vs. 2014-2015 Ethnicity Comparison

Ethnicity	Total # of GT 2015-2016	Total # of GT 2014-2015	Increase or Decrease
American Indian/Alaskan	13,094	13,285	**-191**
African American	4,378	4,554	**-176**
Asian	3,414	3,439	**-25**
Hawaiian/ Pacific Islander	186	182	**+4**
Hispanic/Latino	9,896	9,282	**+614**
Caucasian	58,326	59,144	**-818**
Two or More Races	7,553	6,730	**+823**

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Equity Measures

Report Indicators

- Ethnicity Identification Reporting
- Steady increase in "Two or More Races"
- Steady decrease in all other categories EXCEPT Hispanic/Latino and Native Hawaiian/Pacific Islander

SDE

- Examination of district reporting: Gender and ethnicity gaps
- GT Program Monitoring
- Providing information to districts regarding identification tools
  - Assessments
  - Multi-Criteria Measures

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Funding Generated

$46,259,612	• Gifted and talented funds generated through the state aid funding formula
+$51,458,871	• General revenue funds budgeted by districts for gifted and talented
$97,718,483	• TOTAL budgeted by school districts (state and local funds) for gifted and talented education

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2015-2016 Child Count Data

Most commonly employed programming options

- Acceleration
- Advanced Placement® courses
- Concurrent enrollment
- Creative and academic competitions
- Differentiated curriculum
- Enrichment in the regular classroom
- Guidance and counseling
- Honors, differentiated, or enriched classes
- Independent study
- Proficiency Based Promotion assessments

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Data Sources

- OSDE Office of Accreditation/OMES
- OSDE Single Sign On Gifted Education Child Count State Report

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