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ABSTRACT

The fifth in a series of annual reports, the status report describes the overall North Carolina Program for Exceptionally Talented Children as instituted by local school units for the school year 1969-1970, evaluating the educational program against predetermined criteria. Statistical data are presented about all known gifted and talented (GT) programs in the state and about those programs administered by the Gifted and Talented Section, Division of Special Education, Department of Public Instruction, which is awarded GT Teacher Allotments by the State Board for assignment to qualifying local units. The report indicates that GT pupil selections were in accordance with public school laws; that the number of GT Teacher Allotments for 1969-70 (240) increased by only one over the previous year; that the gifted curriculum did not appear recognizably different from the general curriculum; and that, despite rapid growth of the GT program in recent years, an estimated 81.3% of pupils eligible for GT programs are not placed in such. (KW)

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Fifth Annual  
STATUS REPORT FOR  
THE PROGRAM FOR THE EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

An Analysis by Walter R. Jacobs, Jr.

1969-1970

DIVISION OF SPECIAL EDUCATION

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(OR GIFTED AND TALENTED) CHILDREN

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## BACKGROUND AND PURPOSE

The 1959 North Carolina General Assembly established a plan for educating "exceptionally talented children" with an educational program that evolved has been evaluated periodically. The findings have been reported, customarily, in a series of reports. It describes the overall North Carolina Program instituted by local school units in the spring and summer from September, 1969, through June, 1970.

## TERMS AND DEFINITIONS

The term "exceptionally talented" or (ET) is used interchangeably with "gifted and talented" or (GT). The latter was introduced by the Department of Public Instruction as part of a major reorganization. A child or youth who is distinguishable by his better-than-average abilities. The operational definition of such, governing the eligibility criteria, is given below from Article 38, Public School Laws of N



## PART I INTRODUCTION

ina General Assembly established a commission to structure the framework of "exceptionally talented children" within the public schools of the State. The program has been evaluated periodically against predetermined criteria, and reported, customarily, in a series of status reports. This is the fifth such overall North Carolina Program for Exceptionally Talented Children as conducted in 11 units in the spring and summer months of 1969 for the school year extending through June, 1970.

"Exceptionally talented" or (ET) is used interchangeably in this report with the term (GT). The latter was introduced in October, 1969, by the North Carolina State Board of Education as part of a major reorganization. However, both terms refer to a child who is distinguished by his better-than-average ability for abstract thought. An example of such a child, governing the eligibility of a pupil for admission to the GT program, is set forth in Article 38, Public School Laws of North Carolina, 1967, as amended:

An exceptionally talented or gifted and talented child means a child in a public school system of North Carolina who has satisfied the following requirements:

1. scored at least 120 IQ points on a standardized group test;
2. produced average or better scores on a standardized group achievement test;
3. produced a majority of "A" and "B" report card grades;
4. received favorable written recommendations from his teachers.

A gifted and talented program, or GT program, as mentioned in this report is a program in a public school system which generally consists of:

1. the GT pupils selected by the operational definition and group test;
2. one or more teachers designated to meet regularly with the GT pupils;
3. a curriculum aimed at enrichment rather than acceleration and differentiation from that routinely provided for average learners.

#### SCOPE: THE GT SECTION AND THE GT TEACHER ALLOTMENT

Part III of this report gives statistical data about all known GT pupils in the State for the period 1970-1971. Part II is concerned solely with those programs administered by the GT Section, Division of Special Education, North Carolina Department of Public Instruction.

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<sup>1</sup>Although this definition does not mention the time span within which the qualifications must be in evidence, the typical GT pupil had met each qualification within the year of his selection.

exceptionally talented or gifted and talented child means a pupil in the public system of North Carolina who has satisfied the following requirements:<sup>1</sup>

scored at least 120 IQ points on a standardized group test of intelligence; produced average or better scores on a standardized group test of academic achievement;

produced a majority of "A" and "B" report card grades;

received favorable written recommendations from his teachers and/or principal.

A gifted and talented program, or GT program, as mentioned in this report refers to an educational program that generally consists of:

1. pupils selected by the operational definition and grouped for academic instruction;

2. more teachers designated to meet regularly with the GT group;

3. a curriculum aimed at enrichment rather than acceleration and one recognizably different

4. that is not routinely provided for average learners.

#### DEFINITION AND THE GT TEACHER ALLOTMENT

This report gives statistical data about all known GT programs during the reporting period. This report is concerned solely with those programs administered by the Gifted and Talented Unit, Division of Special Education, North Carolina Department of Public Instruction.

This definition does not mention the time span within which these requirements must be met. In this report, the typical GT pupil had met each qualification within one year of the time of

Each year, since the Program's inception, the North Carolina State Board of Education has allotted a predetermined number of GT teacher allotments to the Section for Gifted and Talented Programs which have submitted proposals for programs. The allotments pay the salaries (and provide for local supplements) for one school year. The purpose is to provide additional support for gifted pupils, positions above the normal quota for a school unit. The State Board uses exclusively on these allotments to establish or expand their GT programs. The State Board also provides support from local funds, ESEA Title III allotments, base allotments, and other sources. It is the statistical data on programs in these latter four categories that are reported with information on GT teacher allotted programs.

For the 1969-70 school year, 240 such Gifted and Talented Teacher Allotments were sent to the State Board to the Section for assignment to qualifying units. The total number of the State's gifted program is reflected in Part II.

#### METHOD OF DATA COLLECTION

Table 1 gives a complete listing of all letters and forms sent to the State Board in connection with the 1969-70 GT program. In sum, all of the information reported is used for three purposes:

1. to select programs to be funded by GT teacher allotments;

---

<sup>2</sup>The North Carolina State Board of Education allots teaching positions to school administrative units on the basis of average daily attendance. The

<sup>3</sup>The State Board also gives to school administrative units one of 15 Base Allotments.

Since the Program's inception, the North Carolina State Board of Education has awarded  
of GT teacher allotments to the Section for assignment to local school units  
proposals for programs. The allotments pay the salary of the GT teacher (except  
for one school year. The purpose is to provide for additional teaching positions  
positions above the normal quota for a school unit. However, units do not rely  
allotments to establish or expand their GT programs; many receive financial  
s, ESEA Title III allotments, base allotments,<sup>2</sup> and/or 1 for 15 allotments.<sup>3</sup>  
Data on programs in these latter four categories which is combined in Part III  
teacher allotted programs.

School year, 240 such Gifted and Talented Teacher Allotments were awarded by  
Section for assignment to qualifying units. Data about this singular aspect  
program is reflected in Part II.

ION

Complete listing of all letters and forms sent to each school administrative unit  
1969-70 GT program. In sum, all of the information sent in by the units was

s:

grams to be funded by GT teacher allotments;

the State Board of Education allots teaching positions primarily to local school  
on the basis of average daily attendance. These positions are called Base Allotments.  
also gives to school administrative units one teaching position for each group

TABLE 1  
LETTERS AND FORMS USED FOR DATA CO

TITLE	DATE CIRCULATED
Letter Requesting Application for Personnel to Work With ET Pupils <sup>a</sup>	May 1, 1969 to June 30,
Application for Personnel to Work With ET Pupils	May 1, 1969 to June 30,
Outline of Instructional Programs for ET Children	May 1, 1969 to June 30,
Class Roster of ET Pupils	May 1, 1969 to June 30,
Letter Requesting Lists of Teachers Assigned to Teach ET Pupils	Sept. 12, 1969 to Oct.
List of Teachers Assigned to Teach ET Pupils	Sept. 12, 1969 to Oct.
Memo Requesting Tally of Students Receiving Instruction in Special "High Ability" Classes	Oct. 28, 1969 to Dec. 3

<sup>a</sup>The term ET, exceptionally talented, is used interchangeably with exceptionally talented.

TABLE 1

## LETTERS AND FORMS USED FOR DATA COLLECTION

TITLE	DATE CIRCULATED	INFORMANT	APPENDIX REFERENCE
Application for With ET Pupils <sup>a</sup>	May 1, 1969 to June 30, 1969	Superintendent	A-1
Personnel to Work	May 1, 1969 to June 30, 1969	Superintendent	A-2
Additional Programs	May 1, 1969 to June 30, 1969	Supervisor	A-3
ET Pupils	May 1, 1969 to June 30, 1969	Supervisor and/or Teacher	A-4
Lists of Teachers ET Pupils	Sept. 12, 1969 to Oct. 30, 1969	Supervisor	B-1
Assigned to Teach	Sept. 12, 1969 to Oct. 30, 1969	Supervisor	B-2
Quality of Students in Special Classes	Oct. 28, 1969 to Dec. 31, 1969	Superintendent	C

exceptionally talented, is used interchangeably with the term GT, gifted and

2. to provide feedback to all North Carolina schools on the general caliber of these selected programs--a
3. to give an accounting of all identified gifted students during the 1969-70 school year in a gifted program and its funding source.

#### UTILIZATION OF STATUS REPORT INFORMATION

The data herein are directed primarily to state and local special program directors, as they may be more likely to use the information in their reports. However, principals, teachers of gifted and talented students, and school psychologists may find Part II to be of particular value in the evaluation of single candidates. This part may also have utility

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<sup>4</sup>The count of North Carolina school administrative



the feedback to all North Carolina school administrative units<sup>4</sup> about the caliber of these selected programs--a function of this report; an accounting of all identified gifted and talented pupils who were enrolled in the 1969-70 school year in a gifted program, irrespective of the program's source.

#### STATUS REPORT INFORMATION

The main points are directed primarily to state and local superintendents, supervisors and directors, as they may be more likely to use it for future administrative adjustments. Principals, teachers of gifted and talented pupils, guidance counselors and others will find Part II to be of particular value in gauging the eligibility qualifications of students. This part may also have utility for curriculum planners in general.

The number of North Carolina school administrative units as of September 30, 1969, was 155.

PART II PROGRAMS WITH GIFTED AND TALENTED T

PREDETERMINED CRITERIA AND SELECTION PROCESS

The 240 GT teacher allotments cited in Part I represented an amount that was awarded for the 1968-69 school year. In view of this, a local unit was automatically considered for the same number of 1969-70 allotments. If, upon review of the unit's program proposal, its gifted pupil eligibility requirements, the allotments were given final approval. In those few instances where the allotments were available for transfer, they were rated in order of priority as follows:

1. eligibility of gifted pupil population in terms of the criteria for pupils with "hidden talents and abilities;
2. availability of qualified instruction staff;
3. inclusion of research as a goal, especially if aimed at the senior high school level, the third and fourth priorities
4. placement at the elementary grade levels.

Since very few units had included research as a goal and since most were at the senior high school level, the third and fourth priorities were new recognizably different programs.

## PART II PROGRAMS WITH GIFTED AND TALENTED TEACHER ALLOTMENTS

### CRITERIA AND SELECTION PROCESS

The teacher allotments cited in Part I represented an increase of only one allotment over the 1968-69 school year. In view of this, a local school administrative unit was considered for the same number of 1969-70 allotments that it had during the 1968-69 year. In view of the unit's program proposal, its gifted pupil population generally satisfied the requirements, the allotments were given final approval by the State Superintendent. In instances where the allotments were available for transfer, the criteria for program selection

in order of priority as follows:

- 1. Availability of gifted pupil population in terms of the operational definition;
- 2. Availability of qualified instruction staff;
- 3. Inclusion of research as a goal, especially if aimed at modifying the eligibility criteria for pupils with "hidden talents and abilities;"
- 4. Implementation at the elementary grade levels.

Since most units had included research as a goal and since most of the established programs were at the high school level, the third and fourth priorities were given more weight in selecting completely different programs.

THE SELECTED PUPILS

Overall enrollment 11,553 pupils were identified for placement in an increase of only 78 pupils over the 1968-69 enrollment of 11,474 in view of the single 1969-70 teacher allotment increase. Moreover, there was a much increase in enrollment over the past three years. On the assumption that reflected the availability of allotments, two interpretations can be made: one limited to the State's financial involvement in gifted programs and the other involving involvement by the local school administrative units was made. More information on allotments is reported in Part III.

TABLE 2

PUPILS ENROLLED IN EXCEPTIONALLY TALENTED CLASSES

SCHOOL YEAR	ENROLLMENT <sup>a</sup>	SCHOOL YEAR	ENROLLMENT
1969-70	11,553	1963-64	7,500
1968-69	11,475	1962-63	5,200
1967-68	11,351	1961-62	2,800
1966-67	10,397 <sup>b</sup>	1960-61	1,800
1965-66	10,379 <sup>b</sup>	1959-60	1,500
1964-65	8,810 <sup>b</sup>	1958-59	1,200

<sup>a</sup>Compiled as of June 30 for the respective years.  
<sup>b</sup>Approximated figures.

ment 11,553 pupils were identified for placement in the ET program. This was 78 pupils over the 1968-69 enrollment of 11,474 pupils which was very understandable due to the 1969-70 teacher allotment increase. Moreover, Table 2 shows that there was not a decrease in enrollment over the past three years. On the assumption that pupil enrollment reflects the stability of allotments, two interpretations can be made: (1) there was a fairly stable level of financial involvement in gifted programs and (2) maximum utilization of that level by local school administrative units was made. More about the utilization of teacher allotments is presented in Part III.

TABLE 2

PUPILS ENROLLED IN EXCEPTIONALLY TALENTED CLASSES--1958 - 1970

SCHOOL YEAR	ENROLLMENT <sup>a</sup>	SCHOOL YEAR	ENROLLMENT <sup>a</sup>
1969-70	11,553	1963-64	7,530 <sup>b</sup>
1968-69	11,475	1962-63	5,206 <sup>b</sup>
1967-68	11,351	1961-62	2,065 <sup>b</sup>
1966-67	10,397 <sup>b</sup>	1960-61	414 <sup>b</sup>
1965-66	10,379 <sup>b</sup>	1959-60	262 <sup>b</sup>
1964-65	8,810 <sup>b</sup>	1958-59	196 <sup>b</sup>

<sup>a</sup> as of June 30 for the respective years.  
<sup>b</sup> figures.

Enrollment by subject area      The GT Programs which had Gifted and Talent characterized by the fact that the selected pupils were grouped for instruction breaks down the 11,553 pupil enrollment into the types of classes, subject area blocks. It shows that grade level block 9-12 had the highest total enrollment. The overwhelming majority of that number, 5,044, were in language arts classes. The high school total enrollment was second highest with 3,358 pupils; most of them, 1, arts-social studies classes. The elementary school total was the lowest again of pupils in self-contained classes. Even though the program as a whole reflected ability, 5,044 of the total enrollment of 11,553 were in one narrow area, language the senior high school level. Four factors could have accounted for this:

1. the greater availability of qualified language arts teachers;
2. higher qualifying scores by the pupils in the language arts areas;
3. the greater availability of language arts reference materials;
4. less scheduling problems in setting up the classes.

In any case, the implication from the data was for more expansion into the low other subject areas.

Qualifying scores      Table 4 reports a summary of the IQ and achievement by the selected pupils. The mean IQ scores show that the "typical" pupil in the minimum IQ requirement of 120. The standard deviations and especially the range

subject area The GT Programs which had Gifted and Talented Allotments were  
fact that the selected pupils were grouped for instructional purposes. Table 3  
3 pupil enrollment into the types of classes, subject areas and/or instructional  
t grade level block 9-12 had the highest total enrollment with 6,245 pupils.  
rity of that number, 5,044, were in language arts classes. The junior high  
nt was second highest with 3,358 pupils; most of them, 1,141, were in language  
lasses. The elementary school total was the lowest again with the largest number  
tained classes. Even though the program as a whole reflected curriculum vari-  
total enrollment of 11,553 were in one narrow area, language arts classes at  
l level. Four factors could have accounted for this:  
availability of qualified language arts teachers;  
ifying scores by the pupils in the language arts areas;  
availability of language arts reference materials;  
ing problems in setting up the classes.

ication from the data was for more expansion into the lower grade levels and into

s Table 4 reports a summary of the IQ and achievement test scores attained  
s. The mean IQ scores show that the "typical" pupil in the program met the  
t of 120. The standard deviations and especially the ranges reveal that a small

TABLE 3  
NUMBER AND PERCENT OF PUPILS ENROLLED  
IN GIFTED AND TALENTED CLASSES FOR THE 1969-70 YEAR  
(As of June 30, 1969)

Grade Level Block	Types of Classes, Subject Areas, or Instructional																
	Self Contained		Language Arts		Lang. Arts Soc. Stud.		L.A., S.S. Fr. Lang.		L.A., S.S. Math		L.A., S.S. Math, Sci.		Lang. Arts Math		Lang. Arts Math, Sci.		Lang. Sci.
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
2-6	1048	9.07	143	1.24	50	.43	106	.92			124	1.07	169	1.46	25	.22	
7-8	523	4.53	576	4.99	1141	9.88	104	.90	26	.23	561	4.86			189	1.63	
9-12	79	.68	5044	43.66	528	4.57							197	1.71			137
TOTALS	1650	14.28	5763	49.89	1719	14.88	210	1.82	26	.23	685	5.93	366	3.17	214	1.85	137

<sup>a</sup>The classes refer only to the 240 gifted and talented (GT) teacher allotments. Info classes during the 1969-70 year is given in Part III.

<sup>b</sup>The 49 pupils indicated here were not grouped, per se. They attended regular classes a guidance counselor.



TABLE 3

NUMBER AND PERCENT OF PUPILS ENROLLED  
 IN REGULAR AND TALENTED CLASSES FOR THE 1969-70 YEAR<sup>a</sup>

(As of June 30, 1969)

of Classes, Subject Areas, or Instructional Blocks																		
L.S.S. Math	L.A., S.S. Math, Sci.		Lang. Arts Math		Lang. Arts Math, Sci.		Lang. Arts Science		Math		Science		Social Studies		Guidance		Totals	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
	124	1.07	169	1.46	25	.22			72	.62	164	1.42			49 <sup>b</sup>	.42	1,950	16.87
.23	561	4.86			189	1.63			55	.48	161	1.39	22	.19			3,358	29.08
			197	1.71			137	1.18	154	1.33	33	.29	73	.63			6,245	54.05
.23	685	5.93	366	3.17	214	1.85	137	1.18	281	2.43	358	3.10	95	.82	49	.42	11,553	100.00

and talented (GT) teacher allotments. Information pertaining to enrollment in all known III.

ed, per se. They attended regular classes and received special counseling services from

TABLE 4  
 INTELLIGENCE QUOTIENT MEANS, STANDARD DEVIATIONS, AND RANGES  
 (As of June 30, 1969)  
 N= 11,553

Grade Level Block	Mean IQ Score	Standard Deviation	Range
2-6	125.82	8.02	106 - 158
7-8	125.55	6.76	105 - 165
9-12	125.37	6.66	95 - 166

TABLE 5  
 MEAN LEVELS OF ACADEMIC ACHIEVEMENT  
 (As of June 30, 1969)  
 N= 11,553

Grade Level Block		Mean Grade Equivalent Years
2-6	AT	2.2
7-8	GRADE +	2.3
9-12	LEVEL	2.5

percentage of the pupil population was below the State's minimum standard. However, the magnitude was of less magnitude than any similar one reported in previous status reports. Administrative units continued to give regard to the IQ requirement.

Table 5 gives a summary of academic achievement test results for this population prior to their entry into classes. At all grade level blocks, the mean level of scores (when scores were converted to absolute units) was at least 2.0 grade equivalent years above the minimum level. This was well in advance of the minimum standard cited in the operational eligibility. Of course, the data in Table 5 are reported in terms of mean scores; the pupils could have scored below the standard.

These data show that the selected pupils on the average had basic "conventional" ability above that of other pupils of like chronological age. In view of current research on the inadequacies of most ability tests to discern relatively "unconventional" kinds of ability, it is an anachronism to continue calling this pupil population "gifted and talented." The data indicate that the pupils were selected in accordance with the existing North Carolina

#### CLASSROOM PROGRAM AND THE TEACHER

Part II to this point has discussed general program criteria, pupil enrollment arrangements in subject areas. Information pertaining to more specific classroom data about teacher qualifications, is reflected in combined fashion in Table 6. This information is presented in this manner for convenience; it was all taken from the same questionnaire.<sup>5</sup>

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<sup>5</sup>The questionnaire is reflected in this report as Appendix A-3.

pupil population was below the State's minimum standard. However, this discrepancy was less than any similar one reported in previous status reports. Apparently, the school continued to give regard to the IQ requirement.

A summary of academic achievement test results for this population of gifted pupils is presented in Table 4. At all grade level blocks, the mean level of achievement (when the scores are converted to absolute units) was at least 2.0 grade equivalent years above the actual grade level. In advance of the minimum standard cited in the operational definition for giftedness, the data in Table 5 are reported in terms of mean scores; a small number of pupils scored below the standard.

It is noted that the selected pupils on the average had basic "conventional" academic skills comparable to those of pupils of like chronological age. In view of current research indicating the limitations of ability tests to discern relatively "unconventional" kinds of talent, it may be desirable to continue calling this pupil population "gifted and talented." Nevertheless, the data indicate that the pupils were selected in accordance with the existing North Carolina law.

#### THE TEACHER

This report has discussed general program criteria, pupil enrollment and overall grouping in subject areas. Information pertaining to more specific classroom provisions, including teacher qualifications, is reflected in combined fashion in Table 6. The data are reported for convenience; it was all taken from the same questionnaire.<sup>5</sup> Proceeding through the

questionnaire is reflected in this report as Appendix A-3.

TABLE 6

1969-70 SUMMARY OF CLASSROOM PROGRAMS  
SUPPORTED BY A GIFTED AND TALENTED (GT) TEACHER A

N = 238<sup>a</sup>: 58, grades 2-6; 108, grades 7-8; 72, gra

1. Scheduling procedures

- a. Amount of GT pupils' weekly classroom time allotted for independent study

Alternatives

0 - 10%

3 5

11 - 20%

32<sup>b</sup> 55

more than 20%

23 40

- b. Extent of GT pupils' classroom association with pupils of average ability

Alternatives

none

21 36

once or twice a week

10 17

less than 1 hour daily

6 10

1 - 3 hours daily

11 19

more than 3 hours daily

10 17

<sup>a</sup>The overall total of Gifted and Talented programs supported by a 240. However, information about instructional programs in two was not

<sup>b</sup>Circled numbers indicate modes.

TABLE 6

1969-70 SUMMARY OF CLASSROOM PROGRAMS  
SUPPORTED BY A GIFTED AND TALENTED (GT) TEACHER ALLOTMENT

N = 238<sup>a</sup>: 58, grades 2-6; 108, grades 7-8; 72, grades 9-12.

	PROGRAM LEVEL					
	Grades 2-6		Grades 7-8		Grades 9-12	
	N	%	N	%	N	%
ures						
at pupils' weekly time allotted for study	3	5	8	7	13	18
	(32) <sup>b</sup>	(55)	(63)	(58)	(42)	(58)
%	23	40	37	34	17	24
pupils' classroom with pupils of average						
	(21)	(36)	8	7	13	18
ce a week	10	17	23	21	0	0
hour daily	6	10	14	13	0	0
daily	11	19	(46)	(43)	27	38
hours daily	10	17	17	16	(32)	(44)

al of Gifted and Talented programs supported by a State teacher allotment was  
ation about instructional programs in two was not available.

in modes.

TABLE 6, continued

		Grades
		N
2. Methods		
a. Time devoted to team teaching		
<u>Alternatives</u>		
none		20
occasionally		(31) <sup>a</sup>
practically always		7
b. Time devoted to programmed instruction		
<u>Alternatives</u>		
none		14
occasionally		(44)
practically always		0
c. Use of a basal text		
<u>Alternatives</u>		
none		5
once or twice a week		19
daily		(34)
	No Answer	0

<sup>a</sup>Circled numbers indicate modes.

ed

devoted to team teaching

alternatives

tionally

ically always

devoted to programmed  
instruction

alternatives

tionally

ically always

f a basal text

alternatives

or twice a week

No Answer

PROGRAM LEVEL					
Grades 2-6		Grades 7-8		Grades 9-12	
N	%	N	%	N	%
20	34	37	34	(45)	(63)
(31) <sup>a</sup>	(53)	(56)	(52)	25	35
7	12	15	14	2	3
14	24	26	24	(36)	(50)
(44)	(76)	(81)	(76)	35	49
0	0	1	1	1	1
5	9	6	6	7	10
19	33	42	39	(49)	(68)
(34)	(59)	(59)	(55)	16	22
0	0	1	1	0	0

Numbers indicate modes.



TABLE 6, continued

		Grade
		N
3.	Proportion of class membership in GT classes during 1968-69 school year	
	<u>Alternatives</u>	
	approximately 1/4 or less	(25) <sup>a</sup>
	approximately 1/2	6
	approximately 3/4	6
	almost all	19
	No Answer	2
4.	Local funds designated for special materials and equipment	
	<u>Alternatives</u>	
	0 - 24¢ per child	3
	25¢ - 74¢ per child	8
	75¢ - \$1.00 per child	12
	more than \$1.00 per child	(34)
	No Answer	1

<sup>a</sup>Circled numbers indicate modes.

class membership in GT  
g 1968-69 school year

	PROGRAM LEVEL					
	Grades 2-6		Grades 7-8		Grades 9-12	
	N	%	N	%	N	%
1/4 or less	(25) <sup>a</sup>	(43)	35	32	6	8
1/2	6	10	18	17	12	17
3/4	6	10	8	7	12	17
	19	33	(45)	(42)	(39)	(54)
No Answer	2	3	2	2	3	4
esignated for special equipment						
child	3	5	8	7	9	13
child	8	14	9	8	4	6
er child	12	21	16	15	19	26
00 per child	(34)	(59)	(71)	(66)	(40)	(56)
No Answer	1	2	4	4	0	0

bers indicate modes.

TABLE 6, continued

	P R O G R A M		
	Grades 2-6		Grades 7-12
	N	%	N
5. Teacher qualifications			
a. Class of teaching certificate			
<u>Alternatives</u>			
Graduate	16	28	18
"A"	(37) <sup>a</sup>	(64)	(87)
less than "A"	1	2	1
No Answer	4	7	2
b. Relationship of training to experience			
<u>Alternatives</u>			
in his/her field	(53)	(91)	(107)
out of his/her field	1	2	1
No Answer	4	7	0
c. Length of time teaching GT classes			
<u>Alternatives</u>			
less than 1 year	3	5	16
1 - 2 years	12	21	30
more than 2 years	(37)	(64)	(58)
No Answer	6	10	4

<sup>a</sup>Circled numbers indicate modes.

rtificate

swer

ning to

swer

ning GT classes

swer

PROGRAM LEVEL					
Grades 2-6		Grades 7-8		Grades 9-12	
N	%	N	%	N	%
16	28	18	17	32	44
(37) <sup>a</sup>	(64)	(87)	(81)	(39)	(54)
1	2	1	1	0	0
4	7	2	2	1	1
(53)	(91)	(107)	(99)	(70)	(97)
1	2	1	1	0	0
4	7	0	0	2	3
3	5	16	15	9	13
12	21	30	28	23	32
(37)	(64)	(58)	(54)	(34)	(47)
6	10	4	4	6	8

TABLE 6, continued

		Grades 2-6	
		N	%
6.	Evaluative testing		
a.	Standardized academic achievement tests to be administered in the spring of 1970		
	<u>Alternatives</u>		
	Yes	(31) <sup>a</sup>	(53)
	No	24	41
	No Answer	3	5
b.	Other standardized tests/rating scales to be administered		
	<u>Alternatives</u>		
	none	7	12
	once during the school year	(36)	(62)
	2 or 3 times during the school year	12	21
	No Answer	3	5

<sup>a</sup>Circled numbers indicate modes.

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e modes.

PROGRAM LEVEL					
Grades 2-6		Grades 7-8		Grades 9-12	
N	%	N	%	N	%
(31) <sup>a</sup>	(53)	(88)	(81)	(53)	(74)
24	41	12	11	14	19
3	5	8	7	5	7
7	12	28	26	17	24
(36)	(62)	(65)	(60)	(41)	(57)
12	21	7	6	7	10
3	5	8	7	7	10

table which is arranged in the same general order as the questionnaires are made:

1. at all grade levels, the majority of pupils spent approximately the same amount of time for independent study;
2. the older the gifted pupil the more likely he was to have spent more classroom time with pupils of average ability;
3. team teaching was an occasional practice at the elementary level, but was probably an infrequent practice at the senior high level;
4. programmed instruction also was more likely to have been used at the high school levels;
5. generally speaking, the classes at the junior and senior high school levels had higher percentages of their pupils with previous attendance in gifted classes;
6. irrespective of the State teacher allotment, most schools used more than \$1.00 per child for special materials and equipment;
7. the teacher of a gifted and talented class was more likely to have more years experience teaching the gifted, to have an "A" teaching certificate, and to have been teaching in his field;

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<sup>6</sup> A Class A Certificate is issued by the North Carolina State Department of Education upon successful completion in an accredited college or university of a course of work differentiated on the primary, elementary and high school levels.

the same general order as the questionnaire, the following interpretations

, the majority of pupils spent approximately 11-20% of their classroom  
t study;

d pupil the more likely he was to have spent a sizable portion of his  
pupils of average ability;

n occasional practice at the elementary and junior high levels; it  
requent practice at the senior high level;

ion also was more likely to have been a practice below the senior

the classes at the junior and senior high school levels had larger  
r pupils with previous attendance in gifted classes;

e State teacher allotment, most school units budgeted from local  
00 per child for special materials and equipment;

ifted and talented class was more likely to have had more than two  
eaching the gifted, to have an "A" teaching certificate,<sup>6</sup> and to be

eld;

is issued by the North Carolina State Department of Public Instruction after  
accredited college or university of certain specified and elective course-  
primary, elementary and high school level.



8. most of the school units had planned to conduct standard tests in the spring of 1970; most of them also had planned tests or rating scale evaluations at least once during

Questionnaire data pertaining to regular classroom situations. The above eight interpretations were not comparable with interpretations. Still, visual inspection (face validity) of the eight interpretations and indications of "recognizably different" classroom provisions for the method, the questionnaire, could have accounted for this. On the other hand, enough "distinctiveness" built into each individual program so that they might emerge as "recognizably different." Future status reports should

#### SUMMARY REMARKS.

Gifted and Talented (GT) Teacher Allotments for the 1969-70 school year were reassigned to administrative units if their gifted pupil population did not meet requirements. Pupil enrollment for 1969-70 reflected little change over the years, reflecting to some extent the State's limit of financial resources. The grouping arrangement showed that most of the pupils were in separate classrooms. Inspection of their standardized test scores confirmed their eligibility under the definition.

Questionnaire data indicated some specifics of the overall program but did not reveal the program to be recognizably different from regular education. It is not really clear in this regard.

school units had planned to conduct standardized academic achievement  
spring of 1970; most of them also had planned to conduct other standardized  
ing scale evaluations at least once during the 1969-70 school year.  
ta pertaining to regular classroom situations were not available. Therefore,  
pretations were not comparable with interpretive data about regular classrooms.  
ion (face validity) of the eight interpretations did not reveal them to be  
nizably different" classroom provisions for the gifted. The information-getting  
aire, could have accounted for this. On the other hand, there may not have been  
ess" built into each individual program so that the overall State program would  
ply different." Future status reports should attempt to clarify this issue.

nted (GT) Teacher Allotments for the 1969-70 school year were automatically  
strative units if their gifted pupil populations met the State's eligibility  
enrollment for 1969-70 reflected little change from that of the previous three  
some extent the State's limit of financial involvement. This same enrollment by  
showed that most of the pupils were in senior high school language arts classes.  
standardized test scores confirmed their eligibility according to the operational  
ata indicated some specifics of the overall gifted program; however, these specifics  
rogram to be recognizably different from regular classroom programs. The data were  
this regard.

PART III STATISTICAL OVERVIEW: THE ENTIRE

PREDETERMINED CRITERIA

Earlier in this report, it was mentioned that gifted pupils were identified by an operational definition established by North Carolina Law. By this definition alone (no lower than 120), it is possible to estimate the number of pupils by school administrative unit who would be eligible, at least, for gifted programs.

A Deviation IQ score 120 is between +1 and +2 standard deviation above the mean. The corresponding interpolation shows that approximately ten percent of the population would score 120 or higher on standardized IQ tests, at large. Therefore, ten percent of a school unit's entire pupil enrollment was taken to be the number of its "eligibles" for gifted programs. All enrollments used in this study were as of September 30, 1969.

OVERALL ENROLLMENT FOR 1969-70

Of the 155 North Carolina school administrative units, 49 reported having GT or "high ability" classes as of September 30, 1969, and two did not.

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<sup>7</sup>James J. Gallagher, ANALYSIS OF RESEARCH ON EDUCATION OF GIFTED PUPILS, Office of the Superintendent of Public Instruction, 1969, p. 16.

<sup>8</sup>Harold G. Seashore, "Methods of Expressing Test Scores," TEST CORRELATION CORPORATION, New York, January, 1955, p. 8.

#### STATISTICAL OVERVIEW: THE ENTIRE GT PROGRAM

As mentioned that gifted pupils were selected for various GT programs established by North Carolina Law. By using the IQ provision of that (20), it is possible to estimate the number of North Carolina pupils would be eligible, at least, for screening.<sup>7</sup>

Between +1 and +2 standard deviations from the theoretical mean score.<sup>8</sup> Shows that approximately ten percent of cases under the normal curve standardized IQ tests, at large. Therefore, for purposes of this report, entire pupil enrollment was taken to represent the approximate number programs. All enrollments used in obtaining these estimates were as of

School administrative units, 49 reported that they had not established September 30, 1969, and two did not reply to the survey. These 51

OF RESEARCH ON EDUCATION OF GIFTED CHILDREN, State of Illinois: Public Instruction, 1969, p. 16.  
of Expressing Test Scores," TEST SERVICE BULLETIN No. 48, The York, January, 1955, p. 8.

units may have had their own versions of gifted programs. However, as instruction was a key consideration in the determination of a "gifted" unit, the 51 school units which either denied having GT classes or did not report the 1969-70 enrollment data.

Overall gifted pupil enrollment for the 1969-70 year in each of the units is reflected in Figures 1, 2 and 3--each Figure pertaining to units of one size. Figure 1 is given to show also a comparison of "eligible" pupils (by aforementioned criteria). Two (7%) of the reporting large-sized units had at least one-half of the eligible pupils in gifted programs; three (9%) of the middle-sized units had one-half of the eligible pupils (12%) of the small-sized units had one-half enrolled. The data were marked with a checkmark was used. Seven (23%) of the large-sized units had at least one-third of the eligible pupils in gifted programs; ten (30%) of the middle-sized units had one-third of the eligible pupils (39%) of the small-sized units had one-third enrolled. In summary, the smaller the school unit, the more likely it was to have had a larger percentage of eligible pupils enrolled in a gifted program. This appears to have implications for program development in the larger units.

Since the above analysis by school administrative units had the opportunity to report on 51 units (approximately one-third of the State), the overall State GT enrollment is perhaps, by an analysis of its rate of growth. Table 7 gives this kind of comparison of total enrollment of GT classes with the total public school enrollment. The total enrollment moved from a relatively small yearly increase to a decrease

had their own versions of gifted programs. However, as cited earlier, grouping for a key consideration in the determination of a "gifted and talented program." Therefore, units which either denied having GT classes or did not report such were not included in enrollment data.

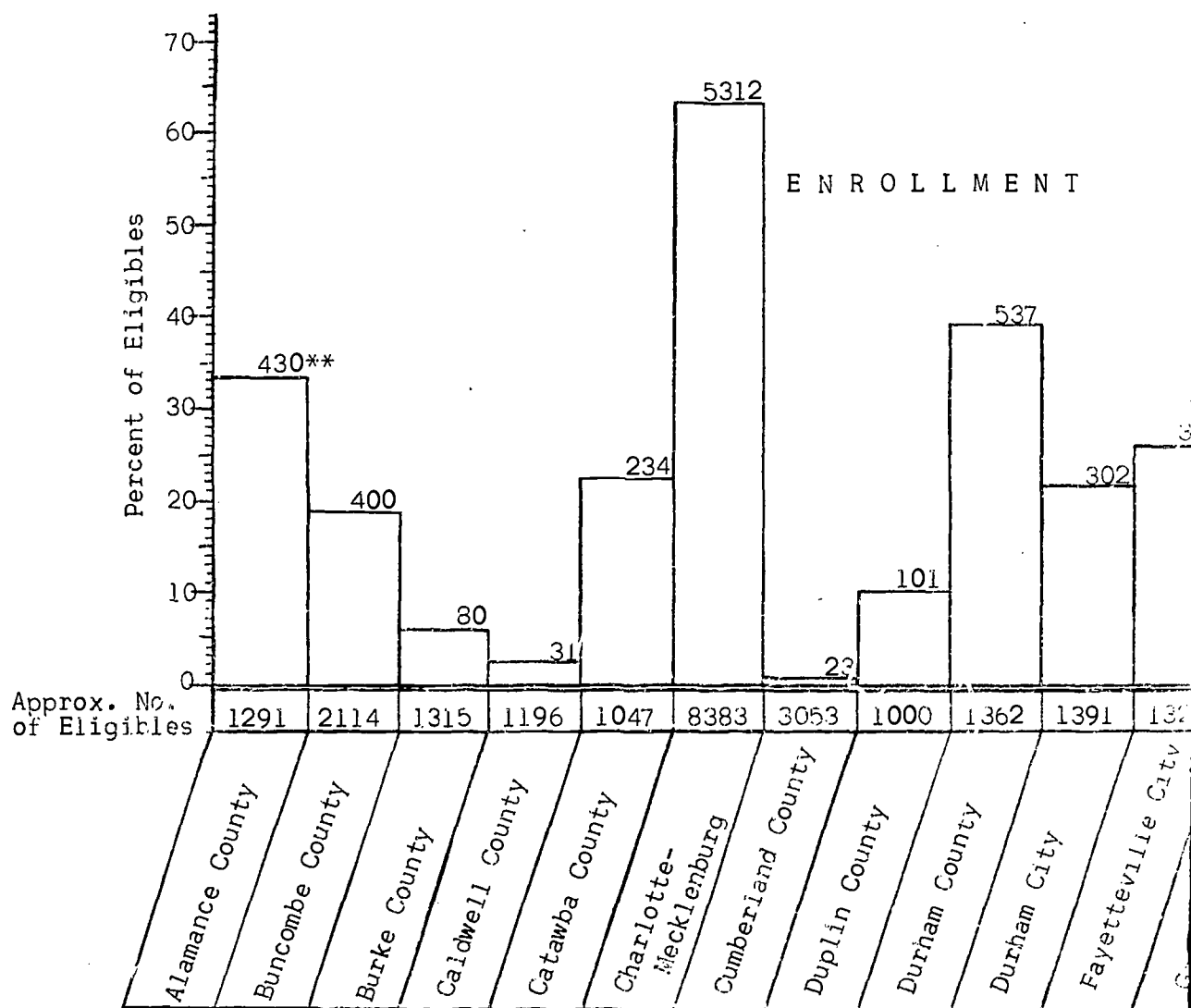
Gifted pupil enrollment for the 1969-70 year in each of the remaining 104 school units is shown in Figures 1, 2 and 3--each Figure pertaining to units of one size category. The data are also a comparison of "eligible" pupils (by aforementioned criteria) to enrolled pupils. Reporting large-sized units had at least one-half of their eligibles enrolled in three (9%) of the middle-sized units had one-half of their eligibles enrolled; five small-sized units had one-half enrolled. The data were more encouraging when the one-third of the large-sized units had at least one-third of their eligibles enrolled; ten (30%) of the middle-sized units had one-third of their eligibles enrolled; and the small-sized units had one-third enrolled. In sum, the data indicated that the larger the school unit, the more likely it was to have had a larger percentage of its eligible pupils enrolled in a gifted program. This appears to have implications for program interest and/or efficiency in smaller units.

The above analysis by school administrative units had the obvious shortcoming of not including 51 units (approximately one-third of the State), the overall State GT enrollment can be better illustrated, and an analysis of its rate of growth. Table 7 gives this kind of assessment by comparing the enrollment of GT classes with the total public school enrollment for the past three years. While enrollment moved from a relatively small yearly increase to a decrease during the 1969-70 year,

FIGURE 1

ELIGIBLE VS ENROLLED PUPILS FOR GIFTED AND TALENTED PROGRAMS

(As of September 30, 1969)



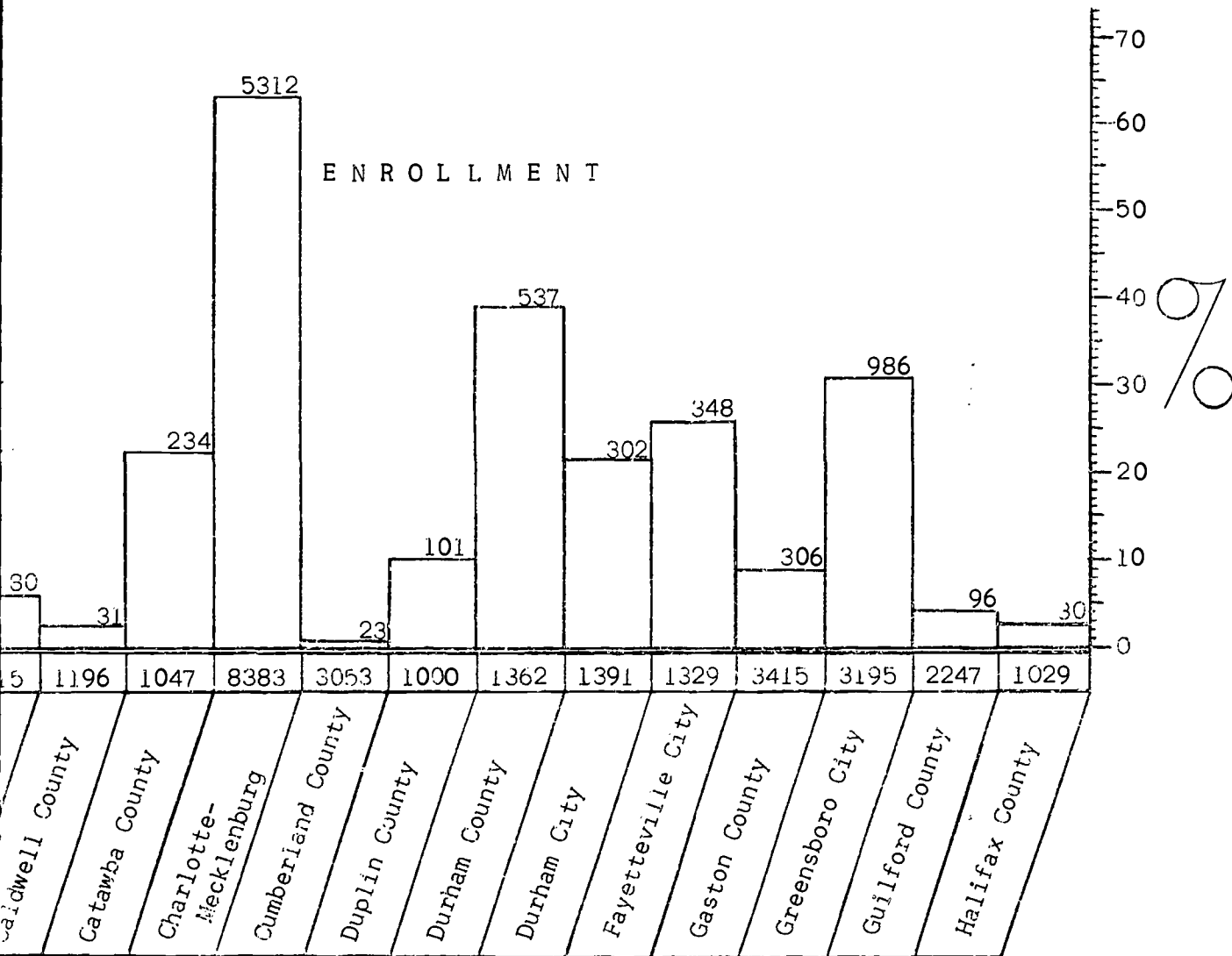
\*School administrative units with more than 10,000 pupils.

\*\*Numbers above columns indicate actual enrollment.

FIGURE 1

ENROLLED PUPILS FOR GIFTED AND TALENTED PROGRAMS: LARGE-SIZED UNITS\*

(As of September 30, 1969)

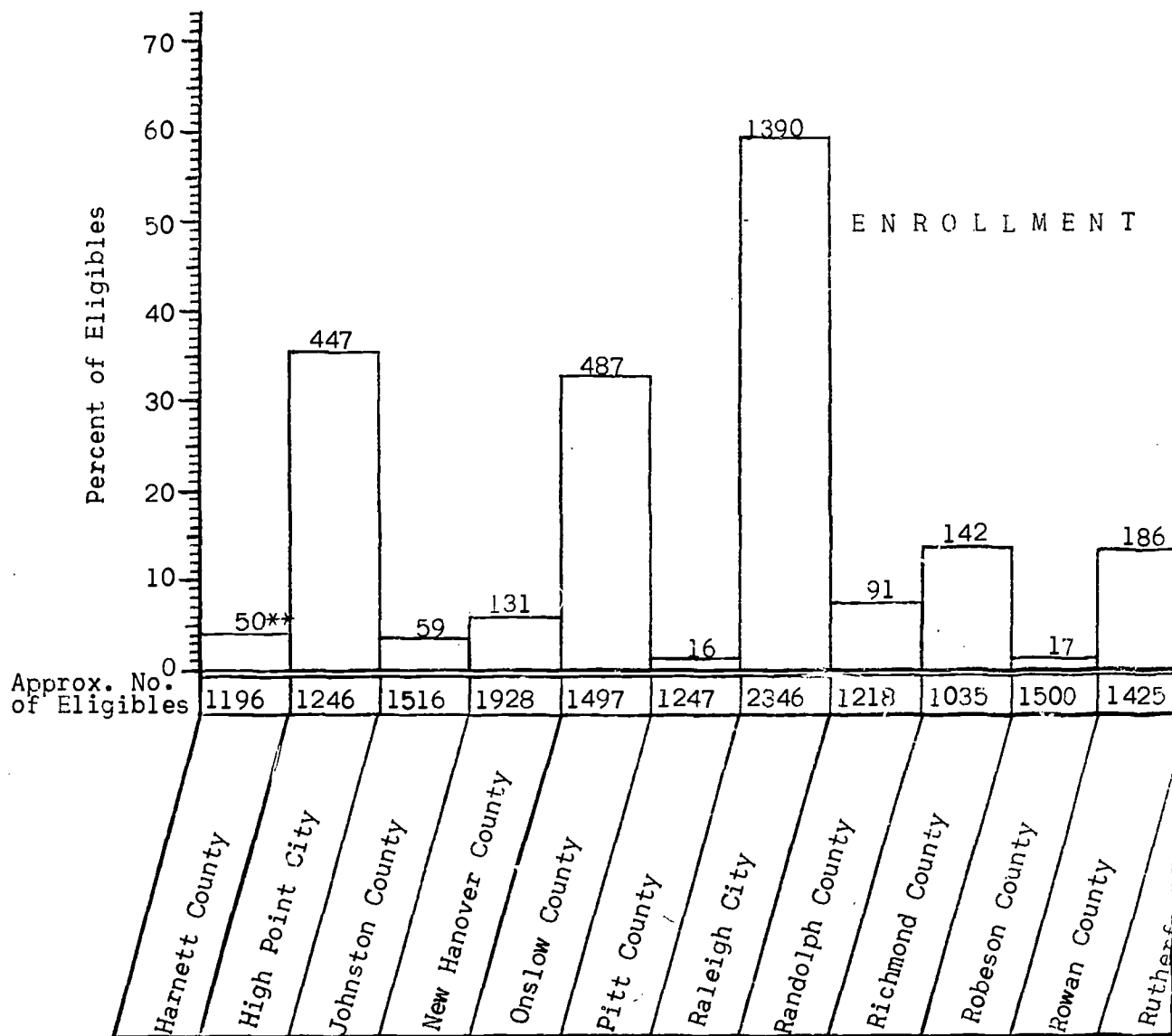


\*Large units with more than 10,000 pupils.  
 †Numbers indicate actual enrollment.



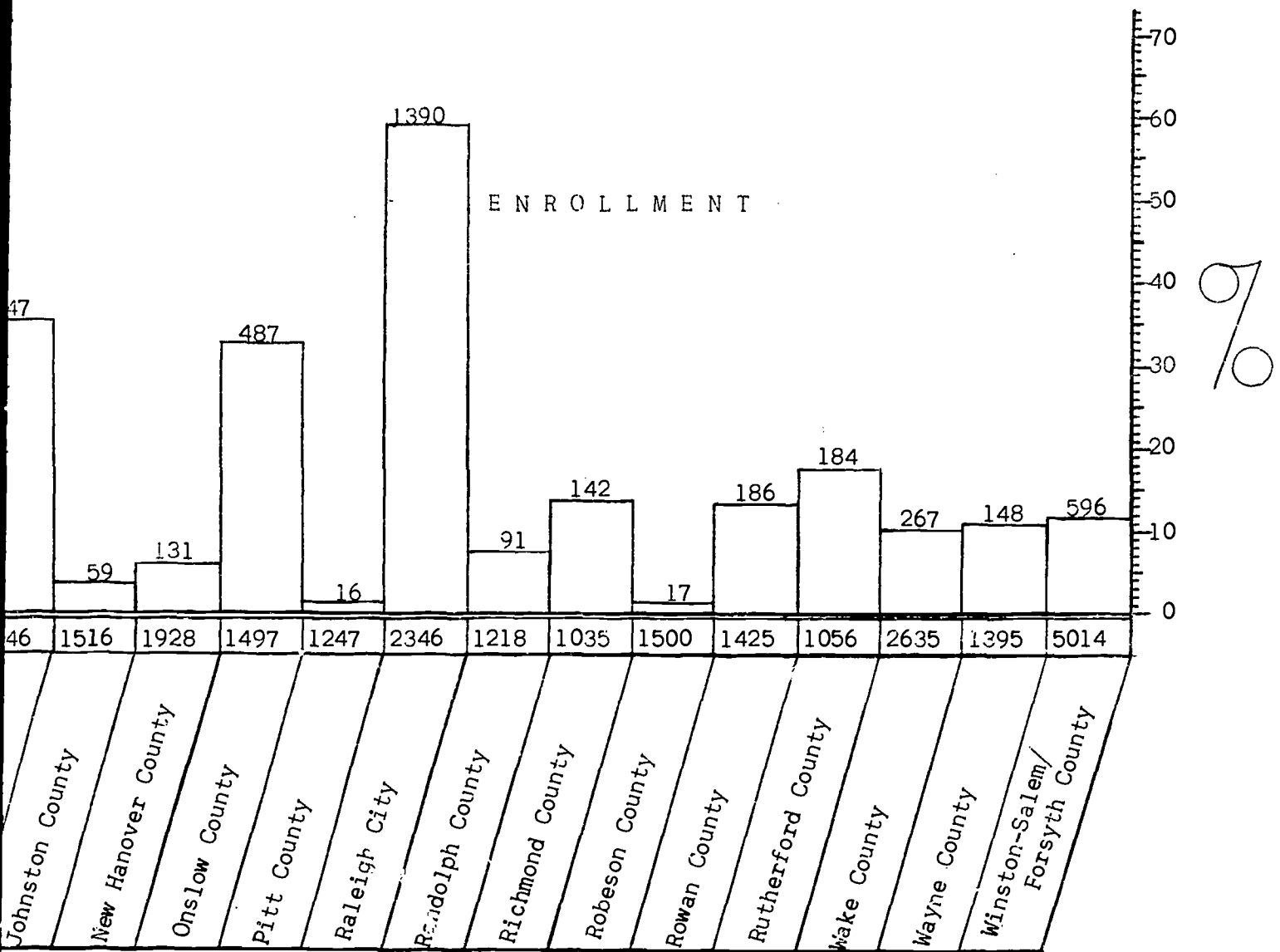
FIGURE 1, Continued

(Large-Sized Units\*)



\*School administrative units with more than 10,000 pupils.  
 \*\*Numbers above columns indicate actual enrollment.

FIGURE 1, Continued  
 (Large-Sized Units\*)

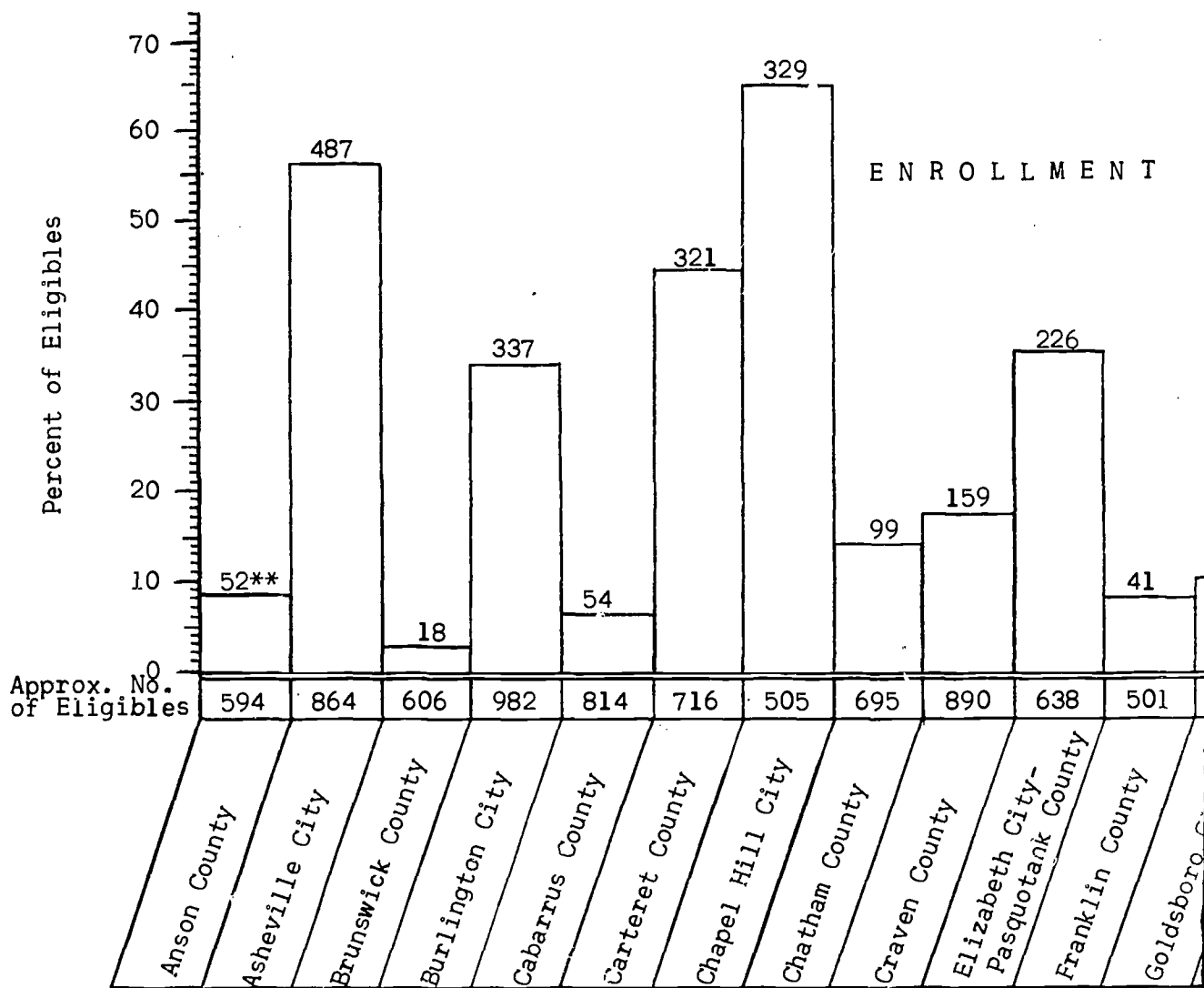


strative units with more than 10,000 pupils.  
 columns indicate actual enrollment.

FIGURE 2

ELIGIBLE VS ENROLLED PUPILS FOR GIFTED AND TALENTED PROGRAMS

(As of September 30, 1969)



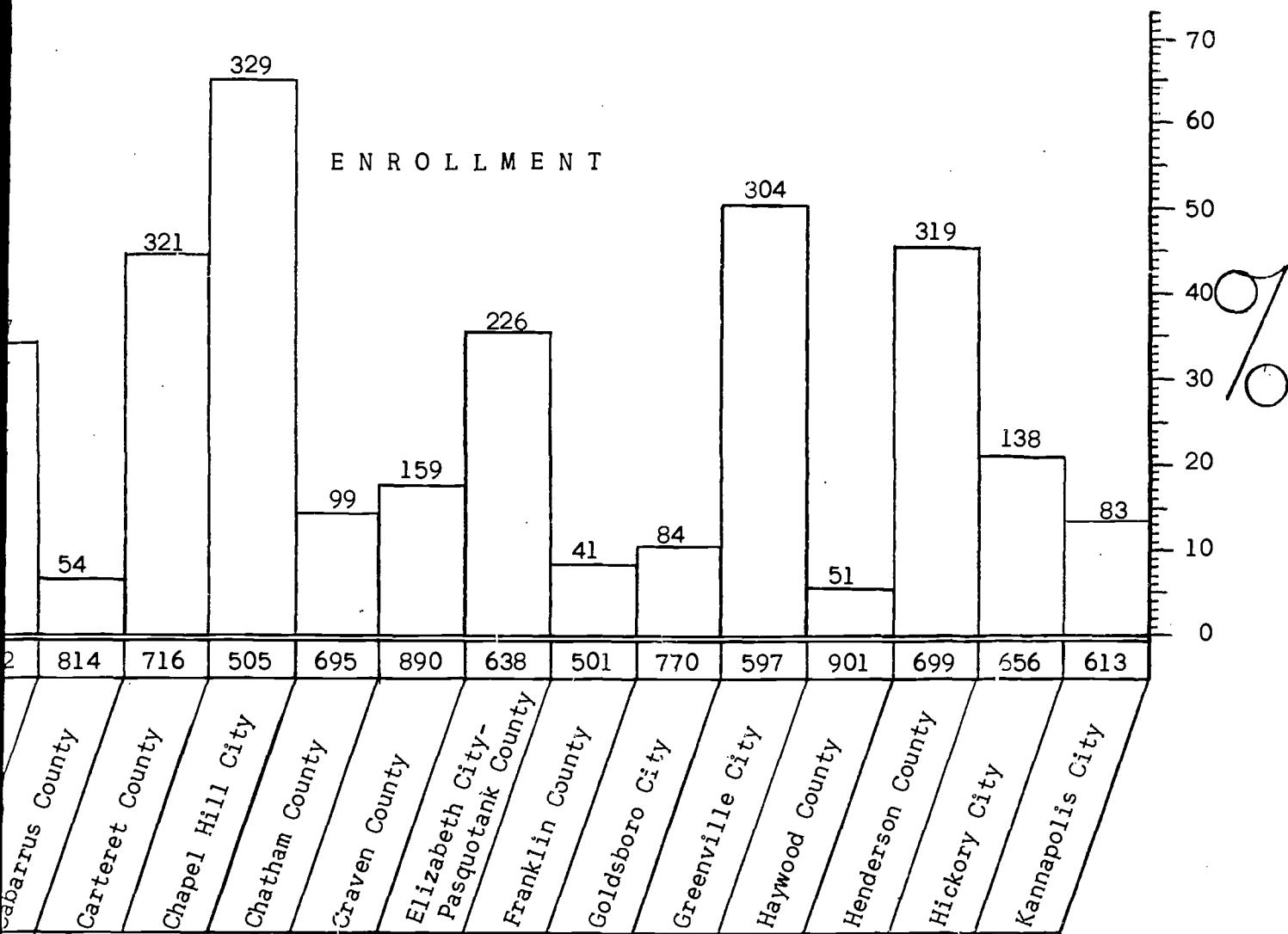
\*School administrative units with 5,000 to 9,999 pupils.

\*\*Numbers above columns indicate actual enrollment.

FIGURE 2

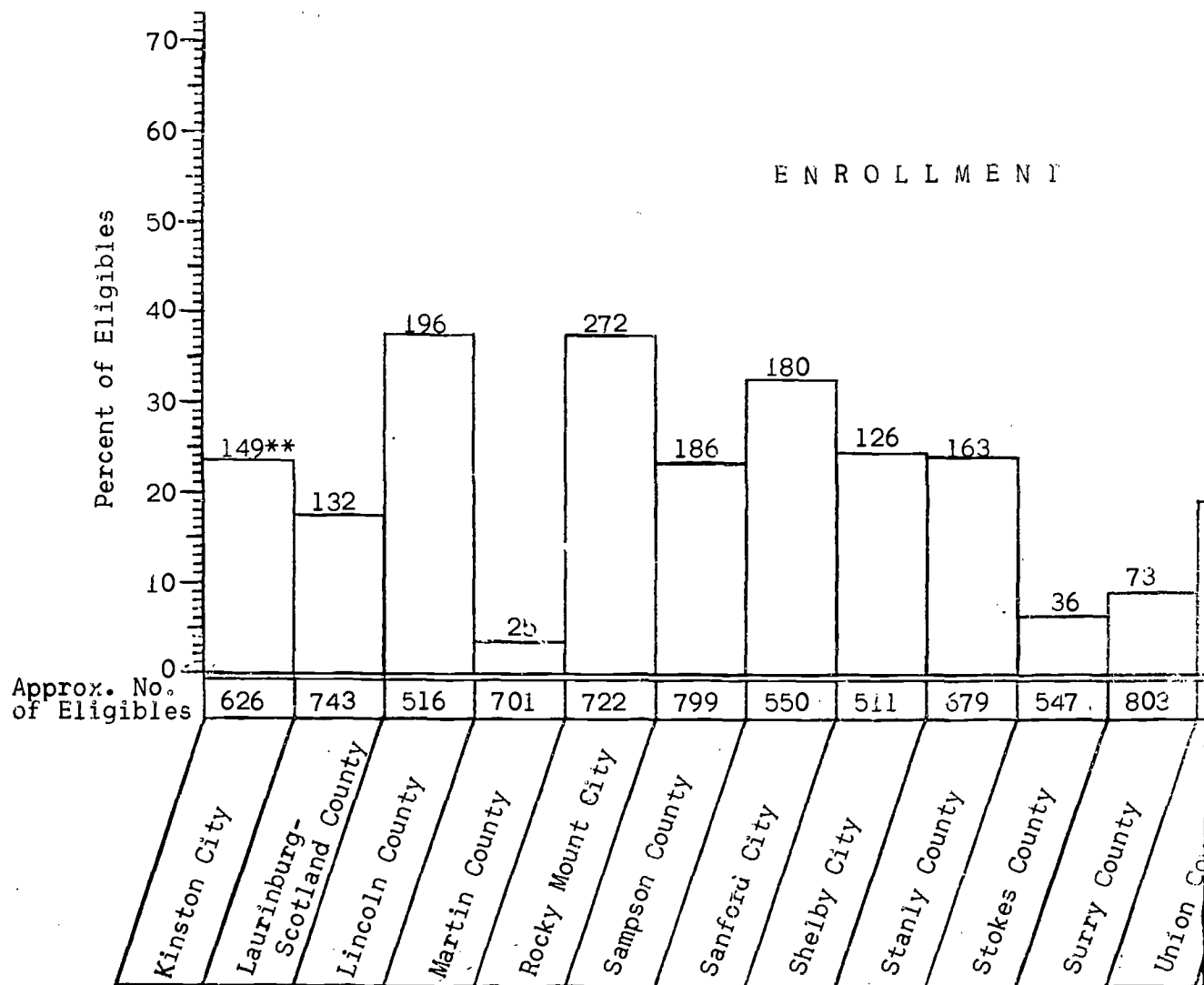
CONTROLLED PUPILS FOR GIFTED AND TALENTED PROGRAMS: MEDIUM-SIZED UNITS\*

(As of September 30, 1969)



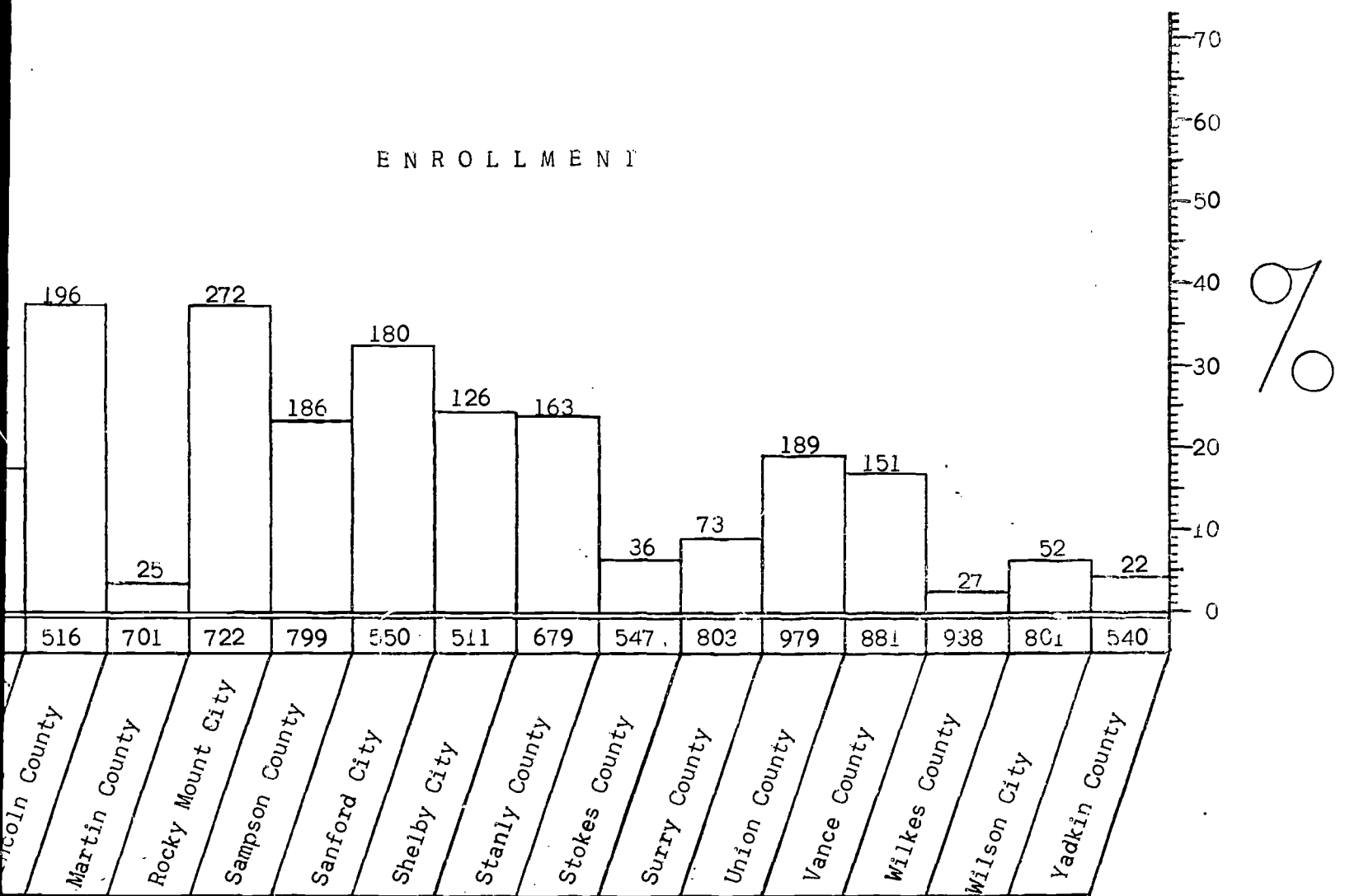
Units with 5,000 to 9,999 pupils.  
 \*Indicate actual enrollment.

FIGURE 2, Continued  
(Medium-Sized Units\*)



\*School administrative units with 5,000 to 9,999 pupils.  
\*\*Numbers above columns indicate actual enrollment.

FIGURE 2, Continued  
 (Medium-Sized Units\*)

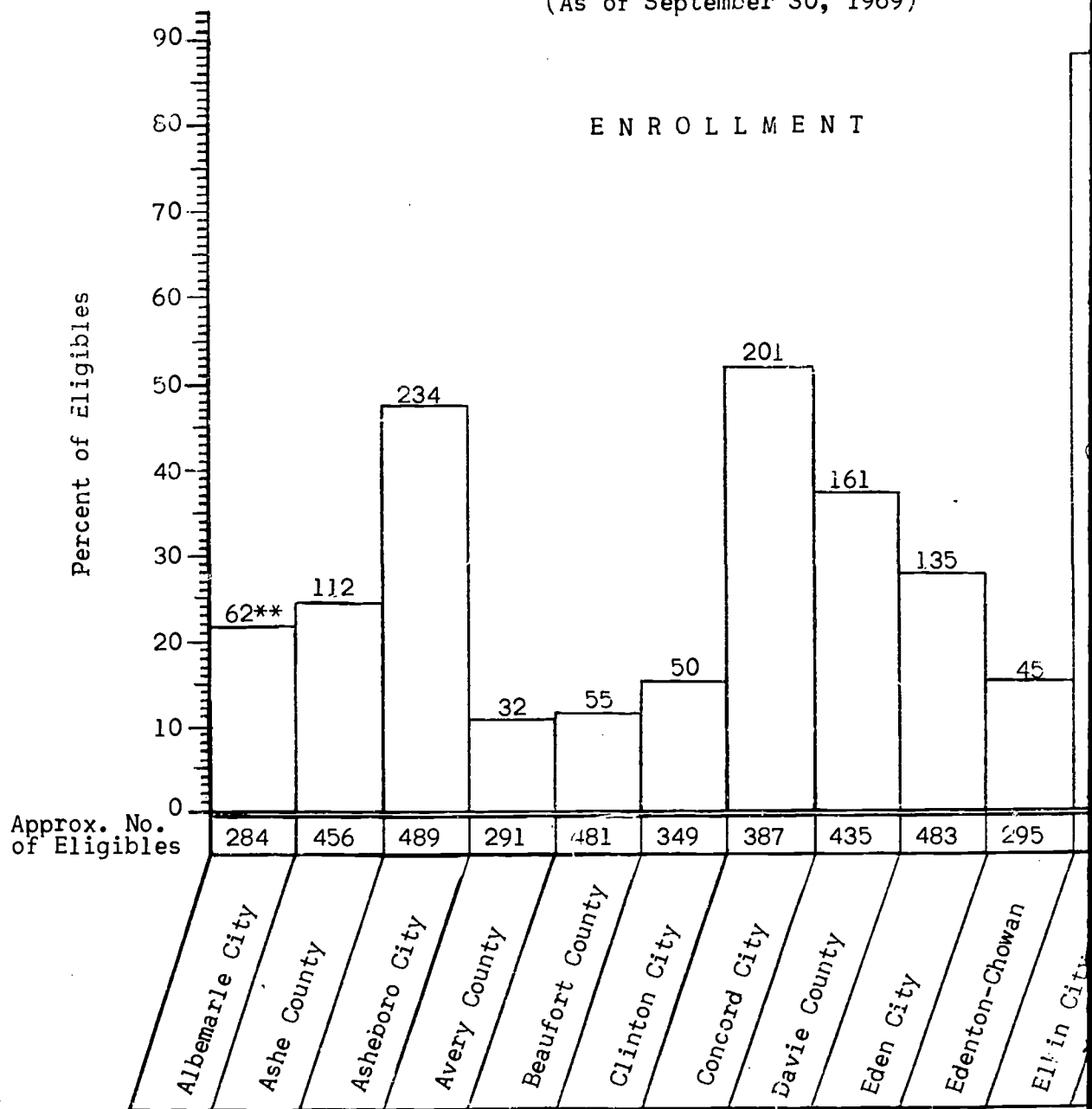


Administrative units with 5,000 to 9,999 pupils.  
 Columns indicate actual enrollment.

FIGURE 3

ELIGIBLE VS ENROLLED PUPILS FOR GIFTED AND TALENTED PROGRAMS:

(As of September 30, 1969)



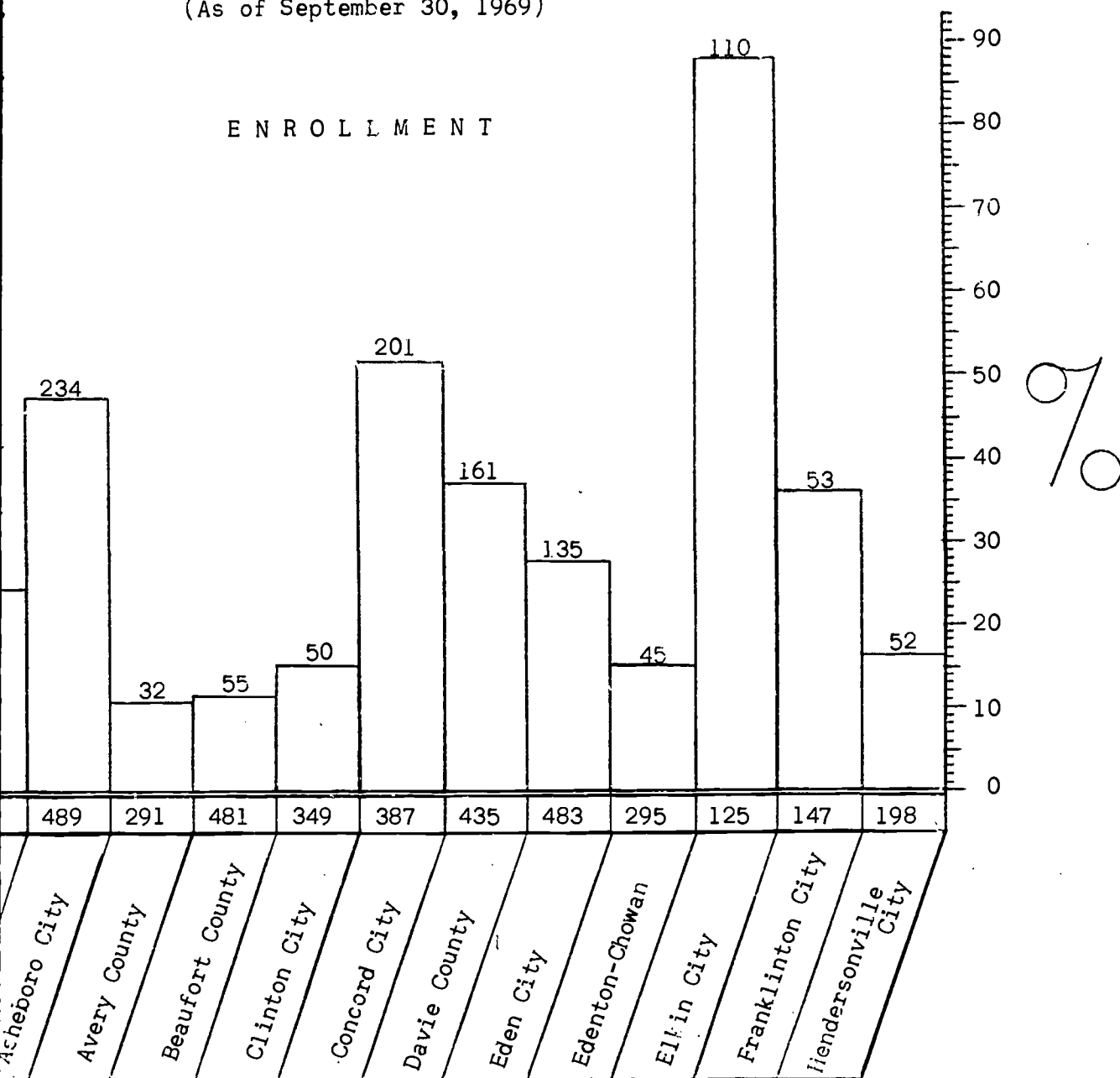
\*School administrative units with less than 5,000 pupils.

\*\*Numbers above columns indicate actual enrollment.

FIGURE 3

ENROLLED PUPILS FOR GIFTED AND TALENTED PROGRAMS: SMALL-SIZED UNITS\*

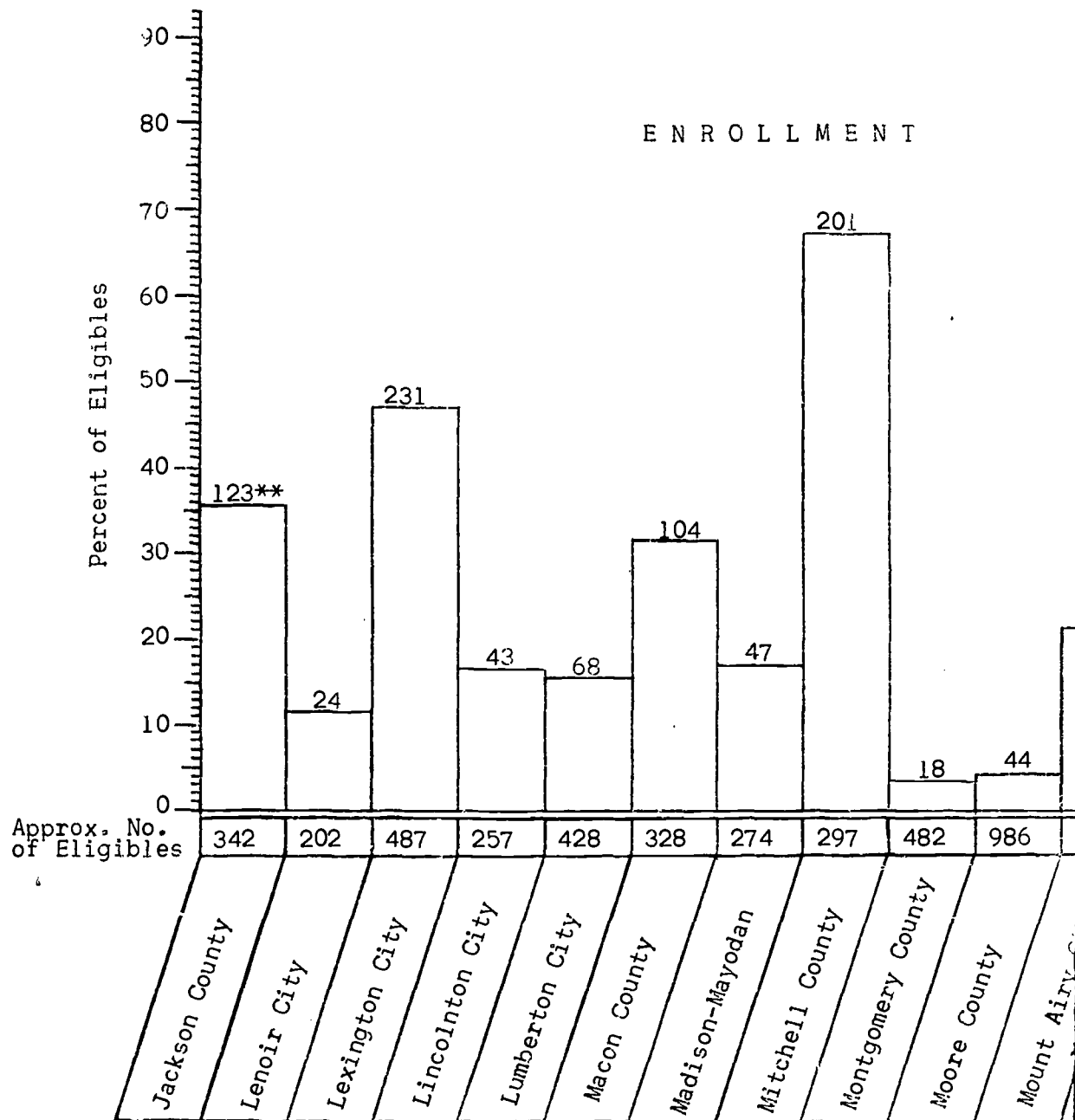
(As of September 30, 1969)



\*Administrative units with less than 5,000 pupils.  
 \*Actual enrollment.



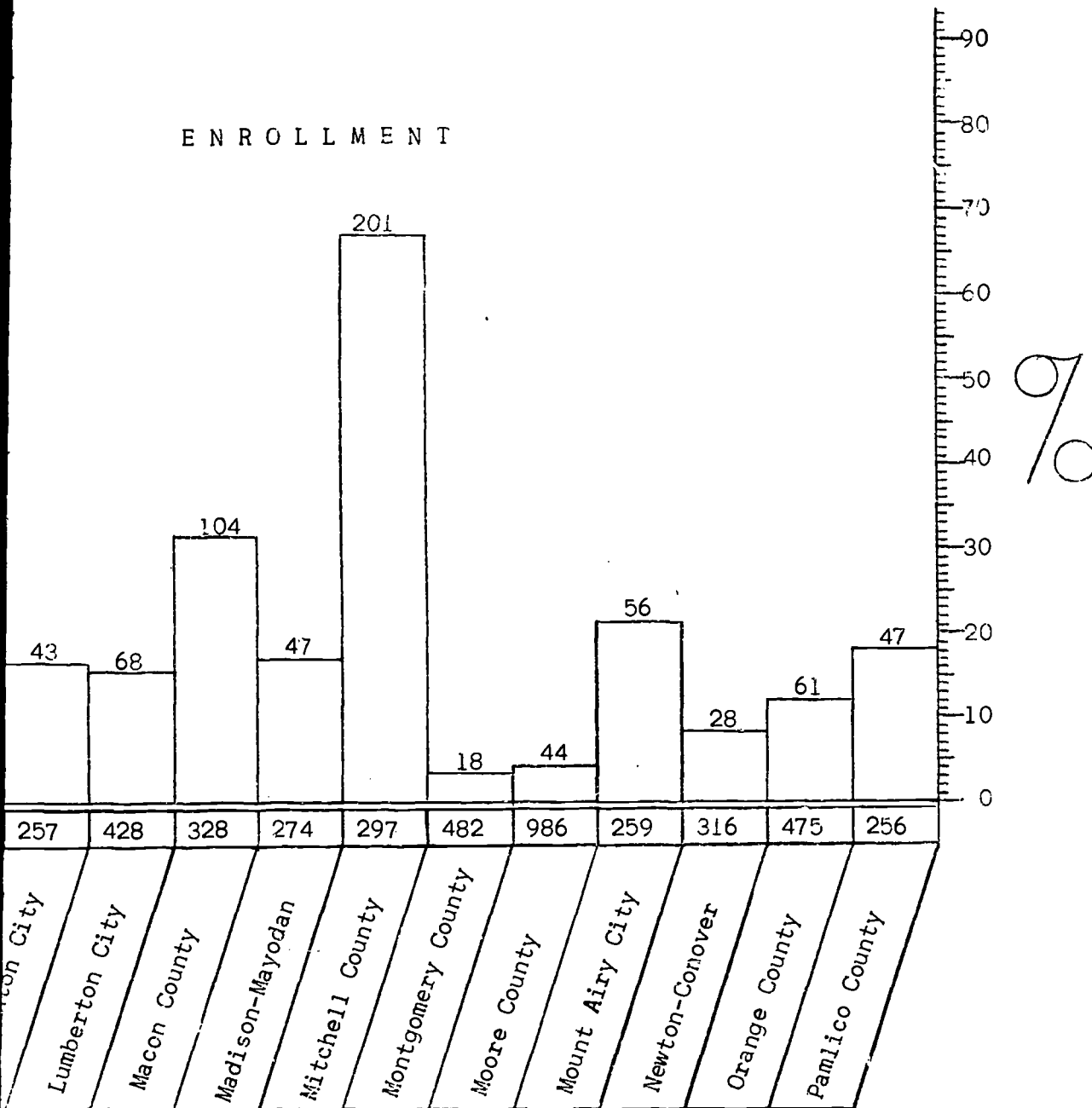
FIGURE 3, Continued  
(Small-Sized Units\*)



\*School administrative units with less than 5,000 pupils.  
\*\*Numbers above columns indicate actual enrollment.

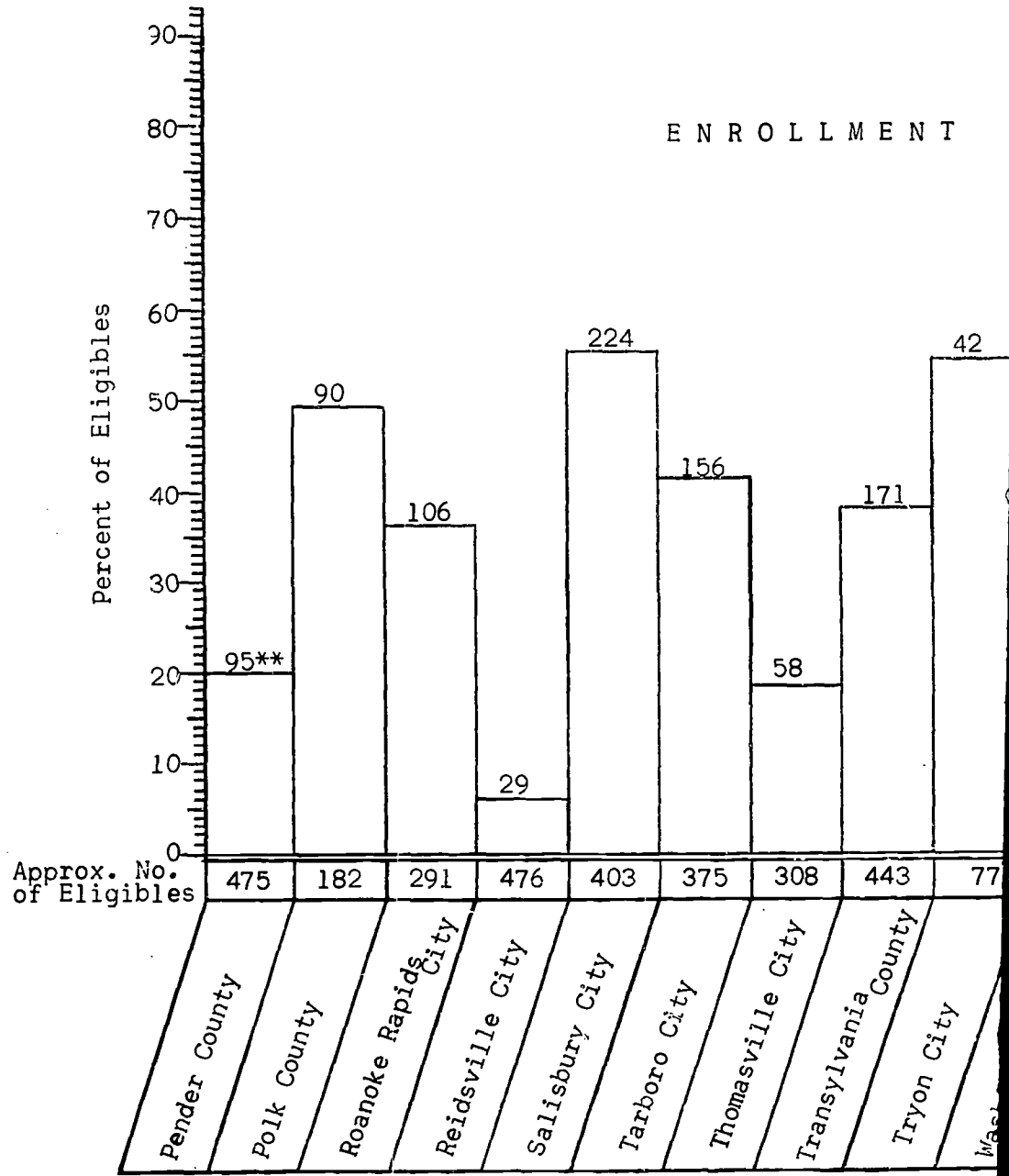
FIGURE 3, Continued  
 (Small-Sized Units\*)

ENROLLMENT



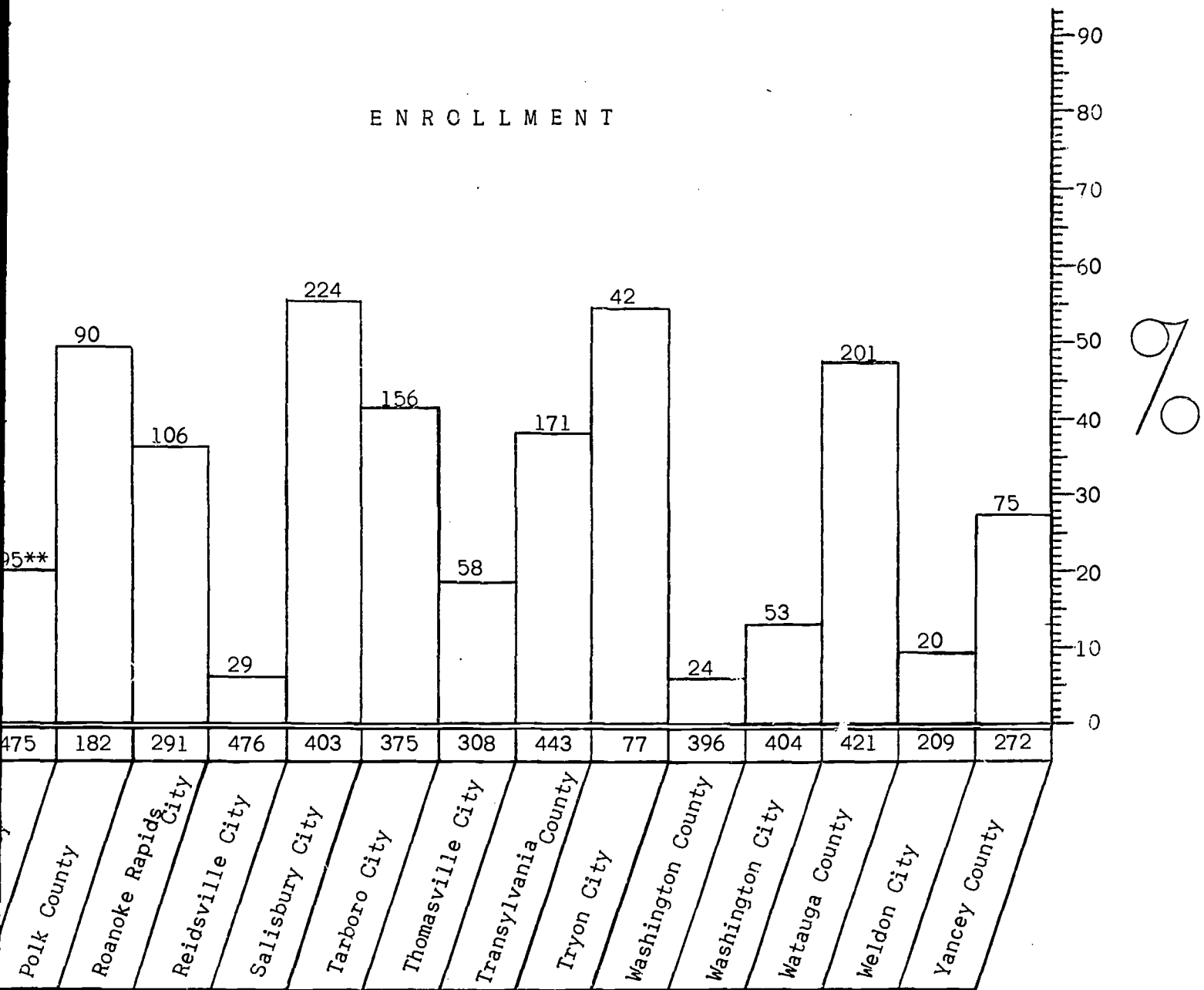
\*units with less than 5,000 pupils.  
 in actual enrollment.

FIGURE 3, Continued  
(Small-Sized Units\*)



\*School administrative units with less than 5,000 pupils  
\*\*Numbers above columns indicate actual enrollment.

FIGURE 3, Continued  
 (Small-Sized Units\*)



\* All administrative units with less than 5,000 pupils.  
 Figures above columns indicate actual enrollment.

the GT enrollment increased markedly in 1969-70. The  
 greatly with the expected decline in birth rate, altho  
 to private school situations. In either case, the dec  
 of the GT enrollment. Explanations for the increase  
 cut. Even though there were some increased enrollment  
 provisions, the sharp increase in enrollment was clear  
 the local units of enrollment in gifted programs not

Finally, when the ten percent eligibility rate is  
 for 1969-70, an estimated 119,157 pupils were eligible  
 year. This number minus the 22,249 who were actually  
 estimated 96,908 who were eligible but not enrolled.  
 public school enrollment eligible for gifted programs

TABLE 7 TOTAL PUBLIC SCHOOL ENROLLMENT

School Year	Total School	
	N	Rate of Increase
1969-70	1,191,576	-0.34%
1968-69	1,195,583	+0.19%
1967-68	1,193,267	

<sup>a</sup>Compiled from public school end-of-month enrollment each year, respectively.

<sup>b</sup>Approximated figure.

ent increased markedly in 1969-70. The decline in total enrollment was probably associated with the expected decline in birth rate, although some of it could have resulted from transfers in school situations. In either case, the decline served to accentuate the reported increase in enrollment. Explanations for the increase in the gifted pupil enrollment were not as clear-cut, although there were some increased enrollments brought about by increased teacher allotment. The sharp increase in enrollment was clearly affected by better reporting on the part of schools of enrollment in gifted programs not supported by a GT teacher allotment. When the ten percent eligibility rate is applied to the 1,191,576 total school enrollment in 1969-70, an estimated 119,157 pupils were eligible for gifted and talented programs during that year. The number minus the 22,249 who were actually enrolled in gifted programs then reveals an enrollment of 96,908 who were eligible but not enrolled. In percentage terms, 81.3 percent of the 1969-70 total enrollment eligible for gifted programs were not enrolled in such.

TABLE 7 TOTAL PUBLIC SCHOOL ENROLLMENT VS. TOTAL GT PROGRAM ENROLLMENT<sup>a</sup>

School Year	Total School		Total GT	
	N	Rate of Increase	N	Reported Increase
1969-70	1,191,576	-0.34%	22,249	40.49%
1968-69	1,195,583	+0.19%	15,837	6.12%
1967-68	1,193,267		14,924 <sup>b</sup>	

<sup>a</sup> Derived from public school end-of-month enrollment and special inquiry as of September 30 for the years indicated respectively. <sup>b</sup> Estimated figure.

#### OVERALL ALLOTMENT PROVISIONS

The number of teaching positions (allotments) made available appears to undergird the entire GT program. Part I of this report discusses the program and its relationship to other kinds of allotments. Part II discusses the State Superintendent during the 1969-70 school year when the number of GT teacher allotments by only one. In review, the State Superintendent's approval to a local unit's receiving the same number of GT teacher allotments as it had during the previous year if the unit continued to satisfy the State's eligibility.

Nevertheless, there was expansion of the GT program during the 1969-70 school year due to an increase of other kinds of teacher allotment provisions. There were 144 during 1968-69 to 186 during 1969-70. In actuality, these are State budget items; however, they are based on average daily attendance of teachers for any aspect of the instructional program. There were no GT purposes, though they were State budget items, really representing State efforts) to provide additional instructional services for gifted and talented pupils. The status of teaching allotments for gifted and talented pupils during the 1969-70 period. It indicates that local units repeatedly requested additional allotments and they were received. Therefore, the corresponding yearly increases in teacher allotments are probably necessary to help counteract the growing need for services.

## DIVISIONS

teaching positions (allotments) made available for the instruction of GT pupils in the entire GT program. Part I of this report has described the GT teacher allotment relationship to other kinds of allotments. Part II has indicated the resultant action by the State during the 1969-70 school year when State funding agencies increased the number of allotments by only one. In review, the State Superintendent gave automatic approval to units receiving the same number of GT teacher allotments for the 1969-70 year that they received in the previous year if the unit continued to satisfy the criteria pertaining to pupil

There was expansion of the GT program during the 1969-70 year, and it was attributed to other kinds of teacher allotment provisions. Base Allotments increased from 186 during 1969-70. In actuality, these allotments emanate also from State funding. However, they are based on average daily attendance and can be used to provide for the instruction of the instructional program. Therefore, expansion of these allotments for the year were State budget items, really represented local efforts (as opposed to State funding) to provide additional instructional services to the gifted population. Table 8 reflects the number of allotments for gifted and talented programs in North Carolina over a five year period. It is noted that local units repeatedly requested far more GT teacher allotments than they received. The corresponding yearly increases in Base Allotments (also reflected) were intended to help counteract the growing need for staff additions.



TABLE 8

TEACHING ALLOTMENTS FOR GIFTED AND TALENTED  
OVER A FIVE YEAR PERIOD<sup>a</sup>

		1965-1966		1966-1967		1967-1968	
		N	%	N	%	N	%
Gifted and Talented (GT) Allotments	Requested	382 <sup>b</sup>		371		423	
	Received	237	75.00	238	72.34	239	63.12
Other Allotment Provisions	Base Allotments	59	18.67	80	24.32	112	29.50
	Local Funds	20	6.33	8	2.43	16	4.19
	1 for 15 Allotments			3	.91	3	.77
	Title III (ESEA)					8	2.06
GRAND TOTAL		316	100.00	329	100.00	378	100.00

<sup>a</sup>Tabulated as of September 30 for each school year, respectively.

<sup>b</sup>The circled numbers represent the total requests for GT all.

TABLE 8

TEACHING ALLOTMENTS FOR GIFTED AND TALENTED PROGRAMS  
OVER A FIVE YEAR PERIOD<sup>a</sup>

1965-1966		1966-1967		1967-1968		1968-1969		1969-1970	
N	%	N	%	N	%	N	%	N	%
(382) <sup>p</sup>		(371)		(423)		(384)		(372)	
237	75.00	238	72.34	239	63.23	239	59.01	240	53.93
59	18.67	80	24.32	112	29.63	144	35.56	186	41.80
20	6.33	8	2.43	16	4.23	10	2.47	13	2.92
		3	.91	3	.79	3	.74		
				8	2.12	9	2.22	6	1.35
316	100.00	329	100.00	378	100.00	405	100.00	445	100.00

<sup>a</sup>of September 30 for each school year, respectively.  
Numbers represent the total requests for GT allotments during the year by local units.

#### SUMMARY REMARKS

During the 1969-70 school year, 22,249 known pupils (including teacher allotments) were identified by the State's operational definition in GT or high ability classes. They were distributed in 104 of the administrative units. Forty-nine of the 155 units reported that they had and two did not reply to the survey.

Of the 104 units who reported classes for the gifted, the smallest number of their eligible pupils enrolled in gifted programs. Ten units had a small number enrolled; 33 had at least one-third enrolled. When the 22,249 known pupils are compared with the 119,157 eligible for enrollment, considering all 155 schools, the enrollment seemed even dimmer.

However, an overall analysis of the GT enrollment's rate of growth was much faster than enrollment in general. In fact, the GT enrollment's rate of growth, some of it had to be the result of better reporting by the local units.

GT teacher allotments remained as the major source of financial support, but their number had not really increased over a five-year period, when enrollment had appreciably increased during that time.

## MARKS

g the 1969-70 school year, 22,249 known pupils (including the 11,553 in classes with GT allotments) were identified by the State's operational definition of giftedness and enrolled in high ability classes. They were distributed in 104 of the 155 North Carolina school administrative units. Forty-nine of the 155 units reported that they had not established high ability classes and did not reply to the survey.

Of the 104 units who reported classes for the gifted, the smaller ones had better percentages of eligible pupils enrolled in gifted programs. Ten units had at least one-half of their eligibles enrolled. 33 had at least one-third enrolled. When the 22,249 known overall enrollment was compared with 19,157 eligible for enrollment, considering all 155 school units, the enrollment picture was even dimmer.

However, an overall analysis of the GT enrollment's rate of growth was more favorable. It grew faster than enrollment in general. In fact, the GT enrollment increased to such an extent that it had to be the result of better reporting by the local units.

Teacher allotments remained as the major source of financial support for GT classes. However, teacher allotments had not really increased over a five-year period, whereas Base Allotments had increased significantly during that time.

PART IV SUMMARY AND CONCLUDING STATEMENTS

This is the 1969-70 status report for the exceptionally talented program in North Carolina. It is the fifth in a series of annual reports and evaluations of the GT programs in the State's public schools.

In the North Carolina public schools, gifted and talented pupils are identified through gifted programs by an operational definition of the State's public schools. It is noted that the selections made during the 1969-70 school year by local administrators were in accordance with those laws. However, as had been the case in previous years, the selections seemed slanted toward that kind of gifted pupil prone for high academic achievement. "In view of the current National demand for innovative and 'unconventional talent,' it appears that strong revision of the operational definition is needed."

Annually, the North Carolina State Board of Education reviews its policies to insure that a predetermined number of teaching positions (allotments) be used for the instruction of GT pupils. This report shows that the number of these "GT teaching positions" was approximately the same as the number for 1968-69. Accordingly, local units which had received GT teaching allotments received the identical number they had for 1968-69. The units were not dismayed by the data herein reveal a noticeable expansion of the overall gifted pupil population.

PART IV SUMMARY AND CONCLUDING STATEMENTS

1969-70 status report for the exceptionally talented (ET) or gifted and talented (GT) Carolina. It is the fifth in a series of annual reports directed at an overall GT programs in the State's public schools.

Carolina public schools, gifted and talented pupils are selected for placement in by an operational definition of the State's public school laws. This report indicates ns made during the 1969-70 school year by local administrative school units were well h those laws. However, as had been the case in previous years, the definition itself ward that kind of gifted pupil prone for high academic achievement--"conventional of the current National demand for innovative and imaginative problem solvers or alent," it appears that strong revision of the operational definition is needed.

e North Carolina State Board of Education reviews its budget obligations and specifies ned number of teaching positions (allotments) be used exclusively for the instruction is report shows that the number of these "GT teaching allotments" for 1969-70 was same as the number for 1968-69. Accordingly, local school units that reapplied for ements received the identical number they had for 1968-69 if their chosen pupils ection criteria. The units were not dismayed by this fact, apparently, as additional l a noticeable expansion of the overall gifted pupil enrollment.

Regardless of how teaching positions for GT pupils were contri report that a problem during 1969-70 was in regard to the curriculum the selected pupils. The "gifted" curriculum did not appear to be general curriculum. Future status reports should evaluate this app

Finally, this report reveals that in spite of the GT program's still has not expanded enough to serve the increased population of estimated that 81.3 percent of the pupils eligible for placement in year were not placed in such. This is viewed as the major problem intricately bound up not only with budgeting provisions but also with aspects as well.

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<sup>9</sup>A phrase coined by the late Eugene Burnette, Ed.D., director in its initial information-gathering stages. It refers to the cla gifted pupils which are based on the pattern of abilities peculiar room instruction for the gifted emerges as a curriculum process re instruction offered to average learners.

how teaching positions for GT pupils were contrived, there is a suggestion in this  
lem during 1969-70 was in regard to the curriculum or "educational diet"<sup>9</sup> offered  
s. The "gifted" curriculum did not appear to be recognizably different from the  
. Future status reports should evaluate this apparent problem in detail.

report reveals that in spite of the GT program's rapid growth in recent years, it  
nded enough to serve the increased population of gifted and talented pupils. It is  
3 percent of the pupils eligible for placement in GT programs during the 1969-70  
ed in such. This is viewed as the major problem area. Its solution seems  
up not only with budgeting provisions but also with curriculum and program selection

ined by the late Eugene Burnette, Ed.D., director of the Program when this report was  
formation-gathering stages. It refers to the classroom methods and techniques for  
ch are based on the pattern of abilities peculiar to the gifted. As such, the class-  
for the gifted emerges as a curriculum process recognizably different from that  
ed to average learners.



Appendix A-1

May 1, 1969

**TO:** County and City Superintendents

**FROM:** A. Craig Phillips, State Superintendent of Public Instruction

**SUBJECT:** Application Forms for Teacher Allotments, Exceptionally Talented Children

Enclosed are your 1969-70 application forms requesting teaching positions for Exceptionally Talented pupils. The necessary forms are as follows:

1. Form ET-1 (2 pages) pertaining to an overall summary of your teaching position requests. Only one copy should be submitted.
2. Form ET-2 (4 pages) outlining your proposed instructional program for a specific teaching position. Please submit one copy of this form for each position requested.
3. Form ET-3 (2 pages) listing the pupils who will be enrolled. The name of every pupil selected should be on a roster. Please refer to Form ET-2 for the number of these forms to be submitted and for the appropriate names to be listed on each.

You are urged to complete these application forms carefully. The information you give will be the prime means for evaluating your requests and accounting for exceptionally talented pupils in North Carolina.

Please return all forms as one package by May 19, 1969, to the Section for the Education of Exceptionally Talented Children, North Carolina Department of Public Instruction, Raleigh, North Carolina 27602. If further information is needed, kindly contact Dr. Eugene Burnette, State Supervisor.

Appendix A-2

FORM ET-1: APPLICATION FOR PERSONNEL TO WORK WITH EXCEPTIONALLY TALENTED PUPILS  
 UNDER PROVISIONS OF ARTICLE 38, CHAPTER 115  
 NORTH CAROLINA GENERAL STATUTES

(File one copy with the State Superintendent of Public Instruction, Raleigh, North Carolina, prior to May 19, 1969)

The \_\_\_\_\_ Board of Education hereby applies to the State Board of Education for allotment of \_\_\_\_\_ teaching position for Exceptionally Talented Pupils.

School(s)	Positions Allotted for 1968-69			Positions Requested for 1969-70		
	No. Positions	Grade Level	Subject Area(s) and Type of Class	No. Positions	Grade Level	Subject Area(s) and Type of Class
Ex. 1 Glade high Green Acres Sands Point	1	7-8	Math (Itinerant)	1	7-8	Math (Itinerant)
Ex. 2 Blue Ridge				1	6	Self-Contained
Ex. 3 Sea View	1	7	Math-Science (Block)	1	8	Math-Science (Block)
1						
2						

I. LIST USES TO BE MADE OF ALLOTTED POSITIONS

School(s)	Positions Allotted for 1968-69			Positions Requested for 1969-70		
	No. Positions	Grade Level	Subject Area(s) and Type of Class	No. Positions	Grade Level	Subject Area(s) and Type of Class
Ex. 1 Glade high Green Acres Sands Point	1	7-8	Math (Itinerant)	1	7-8	Math (Itinerant)
Ex. 2 Blue Ridge				1	6	Self-Contained
Ex. 3 Sea View	1	7	Math-Science (Block)	1	8	Math-Science (Block)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
TOTAL						



## Appendix A-2 Continued

II. SUPERVISION: What person is given responsibility for program development?

(a) Name \_\_\_\_\_

(b) Position \_\_\_\_\_

(c) Amount of time allotted per month \_\_\_\_\_

75

III. State briefly in your own words why the Exceptionally Talented program which you are proposing could not be accomplished without the aid of special allotments.

IV. We agree that on the tenth (10th) day of the school year, the State Superintendent of Public Instruction will be notified of any unfilled State allotted positions and that such positions will be released for re-allotment.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

proposing could not be accomplished without the aid of special allotments.

IV. We agree that on the tenth (10th) day of the school year, the State Superintendent of Public Instruction will be notified of any unfilled State allotted positions and that such positions will be released for re-allotment.

\_\_\_\_\_  
Superintendent \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Chairman, Board of Education \_\_\_\_\_ Date \_\_\_\_\_

For Use By State Department of Public Instruction

Total Position(s) Approved: \_\_\_\_\_

Remarks:

\_\_\_\_\_  
Date of Approval \_\_\_\_\_  
State Superintendent of Public Instruction



Appendix A-3

FORM ET-2: OUTLINE OF INSTRUCTIONAL PROGRAM FOR EXCEPTIONALLY TALENTED CHILDREN--1969-70\*

**DIRECTIONS:** Please complete one copy of this form for each teaching position (allotment) requested. Kindly attach it to the applicable class roster(s), Form ET-3. For example, if three separate classes are planned for one allotment, then three separate class rosters should be attached to the Form ET-2 which outlines their instructional program. However, if you are requesting a second or third allotment, etc., for the same class (i.e., in those instances where the pupils rotate between teachers for subject area or in team teaching situations), separate roster(s) is/are not required. In short, a pupil's name should appear on just one roster.

ADMINISTRATIVE UNIT \_\_\_\_\_ NAME OF SCHOOL \_\_\_\_\_ CODE \_\_\_\_\_

NAME OF TEACHER \_\_\_\_\_ SUBJECT MATTER AREA(S) \_\_\_\_\_ (OR)

TYPE OF CLASS \_\_\_\_\_ GRADE LEVEL(S) \_\_\_\_\_ DATE \_\_\_\_\_

ROSTER INFORMATION: (Fill in the appropriate blanks.)

This form pertains to \_\_\_\_\_ separate class roster(s) which is/are attached.  
(number)

This form pertains to \_\_\_\_\_ class roster(s) not attached, but identifiable  
(number)  
in the following manner (indicate below):

ADMINISTRATIVE UNIT \_\_\_\_\_ NAME OF SCHOOL \_\_\_\_\_ CODE \_\_\_\_\_  
NAME OF TEACHER \_\_\_\_\_ SUBJECT MATTER AREA(S) \_\_\_\_\_ (OR)  
TYPE OF CLASS \_\_\_\_\_ GRADE LEVEL(S) \_\_\_\_\_ DATE \_\_\_\_\_

ROSTER INFORMATION: (Fill in the appropriate blanks.)

This form pertains to \_\_\_\_\_ separate class roster(s) which is/are attached.  
(number)

This form pertains to \_\_\_\_\_ class roster(s) not attached, but identifiable  
(number)  
in the following manner (indicate below):

\_\_\_\_\_  
\*Additional copies of this form may be reproduced locally.

## Appendix A-3 Continued

## OUTLINE OF INSTRUCTIONAL PROGRAM FOR ET PUPILS, 1969-70.

(Check the most appropriate block of each item)

Item 1 - On a weekly basis, each pupil in this class will spend approximately

 0 - 10% 11 - 20% more than 20%

of his/her classroom time on independent study.

Item 2 - For purposes of instruction, the pupils in this class will be associated with pupils of average ability

 at no time. once or twice a week for(activity) less than 1 hour daily. 1 - 3 hours daily. more than 3 hours daily.

Item 3 - Team teaching will be employed

 at no time. occasionally. practically always.

Item 4 - Programmed instruction will be employed

 at no time. occasionally.



more than 20%

of his/her classroom time on independent study.

Item 2 - For purposes of instruction, the pupils in this class will be associated with pupils of average ability

at no time.

once or twice a week for

(activity)

less than 1 hour daily.

1 - 3 hours daily.

more than 3 hours daily.

Item 3 - Team teaching will be employed

at no time.

occasionally.

practically always.

Item 4 - Programmed instruction will be employed

at no time.

occasionally.

practically always.

Item 5 - A basal text will be used

at no time.

once or twice a week.

daily.

Appendix A-3 Continued

OUTLINE OF INSTRUCTIONAL PROGRAM FOR ET PUPILS, 1969-70.

Item 6 - This will be a class in which

- approximately 1/4 or less
- approximately 1/2
- approximately 3/4
- almost all

were in an ET class during the 1968-69 school year.

Item 7 - Excluding special State allotted ET classes, there was/were

- no
- 1
- 2
- 3 or more

class(es) at this school during the 1968-69 year in which the pupils were grouped for high ability.

Item 8 - Some types of ET classes require materials and equipment beyond that available to the regular class. This is a class for which the unit will provide for additional equipment and supplies in the amount of

- 0 - 24¢ per child.

were in an ET class during the 1968-69 school year.

Item 7 - Excluding special State allotted ET classes, there was/were

- no  
 1  
 2  
 3 or more

class(es) at this school during the 1968-69 year in which the pupils were grouped for high ability.

Item 8 - Some types of ET classes require materials and equipment beyond that available to the regular class. This is a class for which the unit will provide for additional equipment and supplies in the amount of

- 0 - 24¢ per child.  
 25¢ - 74¢ per child.  
 75¢ - \$1.00 per child.  
 more than \$1.00 per child.

Item 9 - a. The teacher of this class has a teaching certificate which is

- "Graduate"  
 "A"  
 less than "A"

b. This teacher has the following special qualifications (state briefly):

Appendix A-3 Continued

OUTLINE OF INSTRUCTIONAL PROGRAM FOR ET PUPILS, 1969-70.

Item 10 - The teacher of this class is teaching

in his/her field.

out of his/her field.

Item 11 - The teacher of this class has been teaching ET classes

less than 1 year.

1 - 2 years.

more than 2 years.

Item 12 - In the spring of 1970, a standardized academic achievement test

will be administered.

\_\_\_\_\_ Name of Test

will not be administered.

Item 13 - Other standardized tests/rating scales will be employed

at no time.

once during the school year.

\_\_\_\_\_ Name of Test/Scale

two or three times during the school year.

\_\_\_\_\_ Name of Test/Scale

**FORM ET-3 CLASS ROSTER OF EXCEPTIONALLY TALENTED PUPILS--1969-70** Admin.

School \_\_\_\_\_ Type Class or Subject Area \_\_\_\_\_ Projected Grade Level (1969-70) \_\_\_\_\_

Date of this Roster \_\_\_\_\_ Roster I.D. Symbol \_\_\_\_\_

(Enter above a symbol to identify the class)

**DIRECTIONS:** Enter below alphabetically the names of eligible pupils that can make additional forms if necessary.) The information requested for each pupil's records. If the achievement test produces a total battery grade placement score, report only this score under item 12. Otherwise, the achievement or median score which can be reported in either grade equivalent units (item 12) or standard scores (item 13). Use the examples below as guides.

Appendix A-4

(1) Name of Pupil (In Alphabetical Order)	Group Intelligence Test Data						(7) Actual Grade Level at Time Achievement Test Given	(8) Name of Standardized Achievement Test
	(2) Name of Group IQ Test	(3) Form	(4) Level	(5) Date IQ Test Given	(6) IQ Score	(6) IQ Score		
(Examples)								
Brown, Mary	Calif.	S-F	IH	10-11-67	127	4	Calif.	
Johnson, Jim	Otis	A	Beta	11-8-67	134	7	Metro.	
Smith, Joe	Otis		Gamma	11-9-67	120	9	Stanford	



EXCEPTIONALLY TALENTED PUPILS--1969-70      Admin. Unit \_\_\_\_\_ Code \_\_\_\_\_

Type Class or Subject Area \_\_\_\_\_ Projected Grade Level (1969-70) \_\_\_\_\_ Teacher's Name \_\_\_\_\_

Roster I.D. Symbol \_\_\_\_\_

(Enter above a symbol to distinguish this roster from your others.)

Alphabetically the names of eligible pupils that comprise one class. (Use both sides and/or necessary.) The information requested for each pupil should be taken from his/her latest test. If a test produces a total battery grade placement score or a score which indicates overall achievement, report this score under item 12. Otherwise, the achievement test score will be the battery mid-score as reported in either grade equivalent units (item 13) or percentile rank units (item 14).

Group Intelligence Test Data						Standardized Achievement Test Data							
(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
Name of Group IQ Test	Form	Level	Date IQ Test Given	IQ Score	Actual Grade Level at Time Achievement Test Given	Name of Standardized Achievement Test	Form	Level	Date Achievement Test Given	Total Battery Grade Placement Score	Battery Mid-Score (Median) in Grade Equivalent Units	Battery Mid-Score in Percentile Rank Units	
(Examples)													
Calif.	S-F	IH	10-11-67	127	4	Calif.	W	U.Prim.	3-15-68	6.8			
Metro.	A	Beta	11-8-67	134	7	Metro.	B	Advan.	4-17-68		9.8		
Stanford		Gamma	11-9-67	120	9	Stanford	X	H. S.	4-18-68			92	

September 12, 1969

In order to prepare a directory of the names and school addresses of teachers working in the Exceptionally Talented Program, we would appreciate your supplying us the information requested on the enclosed form. Please include information on teachers who are paid from your Exceptionally Talented Allotment, the Nine Months School Fund (including 1 for 15 Allotments), and those whose salaries are paid from Local Funds.

Please complete and return the enclosed form not later than September 23, 1969.

Sincerely yours,

Edd McBride, State Supervisor  
Section for the Education of  
Exceptionally Talented Children

EM:jcf

Enclosures 2

The second copy is for your files.

Appendix B-2

NORTH CAROLINA  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
EXCEPTIONALLY TALENTED SECTION

Please list the names of ALL TEACHERS specifically assigned to teach Exceptionally Talented Students for the 1969-70 school year.

Indicate in the appropriate column whether the teacher's salary is paid from funds provided in the Exceptionally Talented Allotment, the Regular 9 Months Allotment, the 1 for 15 Allotment or Local Funds.

00

ADMINISTRATIVE UNIT		SUPERINTENDENT			
NAME OF TEACHER	NAME OF SCHOOL(S)	Subject / Grade Area(s) / Level	Salary Paid From: (Check One)		
			Except. Tal. Allotment	Regular 9 mos. Allotment	1 for 15 Allotment
1.					
2.					
3.					
4.					
5.					
6.					



ADMINISTRATIVE UNIT

SUPERINTENDENT

NAME OF TEACHER	NAME OF SCHOOL(S)	Subject /Grade Area(s) / Level	Salary Paid From: (Check One)		
			Except. Tal. Allotment	Regular 9 mos. Allotment	1 for 15 Allotment Local Funds
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

NOTE: Please complete and return by September 23, 1969, to Mr. Edd McBride, State Supervisor, Section for the Education of Exceptionally Talented Children, Department of Public Instruction, Raleigh, North Carolina.

USE EXTRA SHEET, IF NECESSARY

DATE

Appendix C

October 28, 1969

TO: County and City Superintendents

FROM: Edd McBride, Supervisor, Section for the Education of Exceptionally Talented Children

SUBJECT: Tally of Students Receiving Instruction in Special "High Ability" Classes

The tally of students receiving instruction in special "high ability" classes is not reported as such on the monthly Principal's Report. However, this information is needed to help the State Board of Education make decisions in regard to these classes. Please assist in this endeavor by completing the following three items:

- ITEM 1. \_\_\_\_\_ HAS/HAS NOT (cross out (Administrative Unit) one) established exceptionally talented (ET) or high ability classes.
- ITEM 2. The total number of students in these classes supported by special exceptionally talented teacher allotments as of September 30, 1969 was \_\_\_\_\_.
- ITEM 3. The total number of students in these classes supported by other financial arrangements (Regular School Allotment, I for 15 Allotment, Local Funds, and Title III) as of September 30, 1969 was \_\_\_\_\_.



SUBJECT: Tally of Students Receiving Instruction in Special "High Ability" Classes

The tally of students receiving instruction in special "high ability" classes is not reported as such on the monthly Principal's Report. However, this information is needed to help the State Board of Education make decisions in regard to these classes. Please assist in this endeavor by completing the following three items:

ITEM 1. \_\_\_\_\_ HAS/HAS NOT (cross out

(Administrative Unit)

one) established exceptionally talented (ET) or high ability classes.

ITEM 2. The total number of students in these classes supported by special exceptionally talented teacher allotments as of September 30, 1969 was \_\_\_\_\_.

ITEM 3. The total number of students in these classes supported by other financial arrangements (Regular School Allotment, 1 for 15 Allotment, Local Funds, and Title III) as of September 30, 1969 was \_\_\_\_\_.

Please be cautioned that if some of your students are in more than one ET or high ability class, i.e., rotate between teachers for subject area instruction, they should be counted just one time for purposes of this report. If it happens that some rotate between classes that are supported by both special ET teacher allotments and one of the other four financial arrangements, please report the students only within the count for ITEM 2. In other words, the count for ITEM 3 should not include students who may be receiving some of their instruction in a class supported by a special ET teacher allotment.

Thank you in advance for your time and effort.