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ABSTRACT

This report examines attrition data of Kansas special education personnel employed in the 1993-94 school year who did not return for the 1994-95 year. Fifteen tables display data on: (1) numbers employed, numbers of leavers, and percent of attrition from 1976 to 1994 in each special education category; (2) employment and attrition by level of instruction; (3) attrition based on size of the district, urban versus rural district, administrative organization of the district, and geographic region of the state; (4) attrition rates for those personnel who have teaching as a primary responsibility and those who are mainly support personnel; (5) attrition rate for full-time versus part-time employees; and (6) attrition rate for interrelated (cross-categorical) personnel and for personnel in traditional categories. The data indicate that the 1993 to 1994 attrition rate was 8.9 percent, which was very consistent with rates obtained since 1988. Senior high teachers had one of the lowest rates of attrition. Small districts had higher attrition rates than large districts, urban districts had slightly higher attrition than rural districts, and part-time personnel had higher attrition than full-time personnel. Attrition rates for teaching personnel and support personnel were identical. The data chronicle the growth and then decline of categorical self-contained programs, as well as the continued personnel increase in interrelated programs. (JDD)

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Introduction

The availability of special education personnel to fill professional positions is a continuing concern for the educational community in Kansas. The institutions of higher education, the local school boards, special education cooperatives and interlocals, and the Kansas State Board of Education (KSBE) have an interest in the numbers of personnel available to serve students with disabilities and the gifted. The KSBE has the mandate to determine the numbers of qualified personnel currently employed, those otherwise available, and the numbers currently in training at institutions of higher education. Those numbers are used to identify additional training needs to meet existing and projected demands for personnel. The Comprehensive System of Personnel Development committee (CSPD), working with the Special Education Outcomes Team of the KSDE, regularly examines the quantity of instructional and support personnel available. To provide data for the CSPD and others to analyze the personnel employment situation, the Special Education Outcomes Team has requested personnel attrition data, one aspect of the personnel preparation situation, to be collected and analyzed.

This report addresses attrition for special education personnel employed in the 1993-94 school year who did not return for the 1994-95 year. This year's report contains four

new tables not found in previous reports. Table 4 provides a complete summary of personnel employed for each year since 1976. Tables 13, 14, and 15 provide more specific data about teachers assigned to the interrelated categories and the decrease in numbers assigned to the traditional categories. With the increase in the use of inclusive settings, there have been changes in assigning personnel to the traditional categories. With the proposed changes in teacher certification, now called licensing, it is probable that there will continue to be significant changes in the assignment and use of special educational personnel.

Personnel Attrition Data

Fifteen tables have been prepared to present the numbers of Kansas special education personnel employed during the 1993-94 school year who did not return for the 1994-95 school year. The tables were developed using data provided by the KSDE on computer disk. The data were analyzed employing computer facilities at Emporia State University. After matching on social security numbers for the two comparison years, personnel were identified who were employed any time during the 1993-94 year who did not return at the start of the 1994-95 school year to be employed in a special education position in the state of Kansas. Throughout the report the descriptive terms leavers and stayers are used to describe the personnel changes. Adopted from the research of Bobbitt (1991) and Boe (1993), the terms are applied in a context that fits the special education employment situation in Kansas. A leaver is an individual who was employed in special education in 1993-94, but who did not return in Kansas, in

special education, for the 1994-95 school year. A stayer is an individual who remained in special education, somewhere in the state for both of the two base years. In addition, the report is based on headcount data and not FTE data.

Table 1 is a summary table that displays attrition rates on an annual basis from 1977 through 1994. When school started in 1994, 537 of the 6,058 personnel who had been employed the previous year did not return to special education employment in Kansas. The attrition rate of 8.9 per cent is very consistent with rates obtained since 1988, and significantly less than the double digit rates from 1977 through 1987. Table 1 is based on all special education personnel including all categories of teachers and support personnel. In some states, only the attrition rates for teachers are considered for analysis, so some care is needed in comparing Kansas data with other states. Separate attrition rates are provided for teaching personnel in Table 10 and support personnel in Table 11.

Table 2 displays the attrition data for 1993-94 for each special education personnel category. The range is from 0% to 100%, with many categories at the extremes based on small samples. The category with the largest number employed was Interrelated LD/EMR/BD, with an attrition rate of 10.3%. It is interesting that the three traditional categories of LD (8.8%), EMR (9.9%) and BD (10%) had lower attrition rates than that of the combined interrelated category. The other major traditional categories had rates of 10.2% for gifted, 8.6% for speech/language, 7.7% for early childhood handicapped,

7.5% for special education administration, and 6.1% for school psychology.

Table 3 provides a summary from 1976 through 1994 of the total employment and attrition data for all categories. For example, for the category of learning disabled, there has been a total of 13,988 teachers employed, with 1,562 total leavers, for an attrition rate of 11.0 per cent. The total attrition rate for all of the categories from 1976 to 1994 is 12.1 per cent. As in Table 2, the highest rates are based on very small numbers.

Table 4 is a composite table of employment and attrition in Kansas from 1976-77 and is a new table provided this year. It is a long table, printed on multiple pages. The table reports the numbers employed, the numbers who were leavers, (called "lost" in the table to keep the column widths smaller), and the percent of attrition for each category, from 1976 to 1994. The table provides a panoramic view of special education in Kansas from the time of the passage of PL 94-142 through the present. The table shows personnel employment patterns as educational philosophies and practices in special education have evolved. For example, Table 4 chronicles the growth and then the decline of categorical self-contained programs while the interrelated programs have continued to increase. Twice, additional categorical titles were added as specializations have developed and changes in mandates required new personnel. Table 4 also reveals that since 1976-77, the following changes or relationships have occurred:

1. In 1977, there were 2,460 special education personnel, while in 1994 there were 6,058, an increase of 246 percent.

2. In 1977, the largest category, with 562 personnel, was semi-independent, the term used in Kansas then to classify EMR. The number of personnel in that category now, with the development of interrelated programs and inclusion are 161 personnel, for a decrease of 349 percent.

3. The category of learning disabilities grew from 513 in 1977, to a peak of 916 in 1987, and then declined to 498 in 1994, again probably due to the increase of interrelated positions.

4. The traditional categories with the largest gains in percent employed from 1977 through 1994 were gifted (685%) and social work (522%).

5. The interrelated categories have grown from 132 teachers to a total of 1,759 teachers in all of the subcategories of interrelated, for an increase of 1,333 percent.

6. In 1986, the number of categories was increased from 24 to 38. The additional categories were in the support areas and the subdivisions of interrelated were added.

7. In 1993, the number of categories was increased again to 48. Many recent categories were added to meet mandates found in PL 101-476.

8. In education, it is in vogue to examine the numbers of administrators employed. In special education, the number increased from 64 to 106, an increase of 166%. This should be compared with the 246% increase in all personnel that grew from 2,460 to 6,058.

Table 5 summarize the employment and attrition by level of instruction. Many individual results are clustered around the total mean, without much variation. The fact that Senior

High has one of the lowest rates is interesting, in light that one might think that the rates would be higher at high school because the students are more challenging and difficult to manage. A first glance hypothesis to explain the low attrition at the high school level could be related to the age of the teachers. More experienced, older teachers are hired for the high school jobs since it is believed the positions are more difficult. Because of the selective hiring of individuals who can "handle it," they are perhaps slightly less likely to quit.

Table 6 presents the attrition data based on the size of the district. The three categorical sizes, 100 personnel and above, 11 to 99, and 10 and below were arbitrarily selected. While the small districts had the highest rate, it is probably a statistical artifact. The 44 districts employed only 104 teachers, only 2 percent of the total. The small districts were almost all members of some form of cooperative, and they had hired additional teachers above their fair allotment from a cooperative to meet a local need. Larger districts could have lower attrition rates because they tend to be more desirable districts to teach in, not only for salary, but also for other benefits such as shopping, medical, employment opportunities for a spouse, and social events. Teachers naturally migrate to these larger districts as they move through their careers. The more successful teachers are more likely to be hired in these desirable districts because many have a larger pool of applicants. Hiring successful teachers who have worked their way up will probably result in a lower attrition rate.

Table 7 shows the attrition rates for urban versus rural districts. An urban district was operationally defined as any district located primarily in one of four counties: Sedgwick, Shawnee, Johnson, or Wyandotte. This included 25 school districts. The remaining 279 school districts in the other 101 counties were operationally defined as rural districts. The urban districts had an attrition of 9.5% versus 8.3% for the rural districts. These results appear to be contradictory when compared with Table 6, which had large districts with lower attrition rates. In Kansas, many large cooperatives are not in urban areas. In addition, in the urban counties, there are some smaller districts, and personnel move from a small urban district to a larger one.

Table 8 displays the data arranged by the type of administrative organizational plan of the district. Single district refers to those school districts that provide all or most of their special education needs with their own personnel. If they do use the cooperative services of another district, it is usually based on an individual contract for a student. Single districts would include those such as Wichita, Shawnee Mission, Eureka, and Fort Scott. Cooperatives and interlocals are terms used to describe groups of school districts that band together to provide services. An essential difference between the two is how they are governed. A cooperative is governed by one of the sponsoring districts. An interlocal establishes its own governing board and functions independently, except it cannot levy direct property taxes. There are a few personnel who do not fit conveniently in one of the groups; they are included in the "other" category. There were some moderate differences in attrition rates, with cooperatives having the lowest rates and

single districts the highest of the three primary types.

Table 9 reports attrition by geographic region of the state. The regions are identical to those used by Skillett (1995). A map of the state is provided to locate the regions. This year the pattern of attrition rates is interesting to consider, but difficult to detect a pattern. For example, the lowest rate was in region 9, in the southeastern part of the state that historically has paid the lowest teacher's salaries. The highest attrition rate for an area was in region 6, in the northeast. The far western part of the state has been divided into two regions, the northwest (7.1 %) and the southwest (11.4%). One would think that the rates for the two would be much closer. In summary, no reasonable hypotheses can be suggested to explain the differences in attrition rates for the nine geographic regions.

Tables 10 and 11 are based on the data found in Table 2, but the data have been separated to provide attrition rates for those personnel who have teaching as a primary responsibility (Table 10) and those who are mainly support personnel (Table 11). Probably because of the history of how Kansas has reimbursed districts for special education personnel, most personnel are considered as "teachers." However, in much of the rest of the country, support personnel are often employed through other agencies. In addition, much of the research on teacher attrition generated in other states does not include support personnel as teachers. The data for the two tables suggest that while both the numbers employed and the leavers are higher for

teaching personnel, the attrition rates for teaching personnel and support personnel are identical.

Table 12 displays the attrition rates as they are associated with the percent of full-time employment. There is almost a perfect inverse relationship between the two variables. The higher the percent of time employed, the lower the attrition rates. The most notable aspect of Table 13 is that if one just looks at the attrition of those employed in the category of ".81 percent of the time to full-time," the attrition rate is 7.9%. In addition, that group contains over 5,000 of the 6,058 personnel. Therefore, while it is true that the total attrition is 8.9%, it is much closer to 8% for the vast majority of personnel, and these personnel provide the bulk of all of the services.

Tables 13, 14, 15, and a graph that follows Table 14 provide more information about the growth of the interrelated category. Table 13 presents the attrition data for interrelated personnel. Kansas uses the term interrelated as other states would use "cross-categorical." Over the years, the number of personnel assigned to the interrelated category has continued to increase. In the initial years, the attrition rates in interrelated were higher, paralleling the overall attrition rates. During the past few years, attrition rates for interrelated classes have been at or below the total attrition rate for all categories. Again this year the rate for interrelated at 8.6% was slightly lower than the total of 8.9% attrition.

Table 14 shows the number of personnel employed in the five traditional categories of educable mentally retarded, trainable mentally retarded, severe and multiple handicapped, learning disabilities, and behavior disorders, and the interrelated category. In 1977, the interrelated category contained 132 individuals. This number grew to 528 in 1985, when the interrelated category was subdivided and personnel assigned to one of six subcategories (LD/EMR and LD/EMR/BD, for example). In 1993, one additional interrelated subcategory appeared, that of BD/EMR. The reader is referred to Table 4, a composite table of employment that provides specific data about the attrition rates for the subcategories of the interrelated category. For the traditional categories, they all had some growth in personnel from 1977, peaked at different times in the 1980s and have declined, several to below the employment levels where they started in 1977. The line graph following Table 14 displays the same data.

Table 15, the final table, displays the trends in employment and attrition for all personnel, for teaching personnel only (no support personnel), and interrelated personnel. The interpretation section at the bottom of Table 15 is called to the reader's attention and will not be repeated here. Two columns from Table 15 are of particular interest. The third column from the right (Percent Employed Who Were Teachers) shows that there has been a gradual slow decline of the proportion of personnel who serve primarily as teaching personnel, but the general effect is interpreted by this writer to suggest that two-thirds of all personnel over the years have generally been assigned to teaching. That appears to be a fair proportion.

The other column of interest is the one at the far right of Table 15 (Percent of Teachers Who Were Interrelated). Here there has been a constant increase of teachers assigned to the interrelated category. Sometime within the next three to five years, the State has plans to change to new licensing categories. All of the traditional categories will be gone, to be replaced most likely by an Adaptive category and a Functional category. It appears the State will be recognizing current reality, where categories are no longer required to deliver services.

Table 1. Special education attrition rates for 1977 through 1994

Year	Employed	Leavers	Leavers Percent
1976-77	2460	373	15.2
1977-78	2894	479	16.6
1978-79	3272	573	17.5
1979-80	3551	573	16.1
1980-81	3955	601	15.2
1981-82	4110	458	11.1
1982-83	4329	545	12.6
1983-84	4400	649	14.7
1984-85	4533	681	15.0
1985-86	4660	495	10.6
1986-87	4798	561	11.7
1987-88	4774	468	9.8
1988-89	4977	485	9.7
1989-90	5223	402	7.7
1990-91	5469	504	9.2
1991-92	5507	495	9.0
1992-93	5919	531	9.0
1993-94	6058	537	8.9
TOTAL	80889	9410	11.8

Interpretation: During the 1993-94 school year 6058 personnel were employed in special education; 537 did not return in special education for the 1994-95 school year, for a rate of 8.9%. The total attrition rate for all years, from 1976 through 1994, is 11.8%.

Table 2. Total special education attrition by category: 1993-94 to 1994-95

Category	1993-94 Employed	1994-95 Leavers	Percent Leavers
Orientation/Mobility specialist	1	1	100.0
Counselors	94	19	20.2
Interrelated BD/EMR	11	2	18.2
Homebound	30	5	16.7
Personnel Development	6	1	16.7
Physical Therapy	90	13	14.4
Infant Toddler	38	5	13.2
Occupational Therapy	123	16	13.0
Hearing Impaired	80	10	12.5
Nurse	167	18	10.8
Interrelated LD/EMR/BD	846	87	10.3
Gifted	452	46	10.2
Behavior Disorders	370	37	10.0
Integration Specialist	30	3	10.0
Physically Impaired	10	1	10.0
Educable Mental Retardation	161	16	9.9
Learning Disabled	498	44	8.8
Interrelated EMR/TMR	69	6	8.7
Speech/Language	591	51	8.6
Severe Multiple Handicapped	82	7	8.5
Early Childhood Handicapped	297	23	7.7
Special Ed. Administration	106	8	7.5
Interrelated LD/BD	161	12	7.5
Social Work	214	16	7.5
Adapted PE	54	4	7.4
SEIMC (Material Centers)	27	2	7.4
Interrelated LD/EMR	268	19	7.1
Interrelated Other	350	25	7.1
Special Needs	61	4	6.6
Visually Impaired	31	2	6.5
School Psychology	428	26	6.1
Supervisor	59	3	5.1
Audiology	25	1	4.0
Work Study	31	1	3.2
Trainable Mental Retardation	94	2	2.1
Interrelated TMR/SMH	54	1	1.9
Art Therapy	2	0	0.0
Assistive Technology	6	0	0.0
Dance/Movement Therapy	0	0	0.0
Diagnostic Teacher	14	0	0.0
Music Therapy	13	0	0.0
Program Evaluation	1	0	0.0
Recreation Therapy	0	0	0.0
Rehabilitation Counseling	0	0	0.0
Transition specialist	13	0	0.0
TOTAL	6058	537	8.9

Table 3. Total special education attrition by category: 1976 to 1994.

Category	1976-94 Employed	1976-94 Leavers	Percent Leavers
Recreation Therapy	4	2	50
Orientation/Mobility Specialist	2	1	50
Dance/Movement Therapy	3	1	33.3
Interrelated BD/EMR	22	4	28.6
Personnel Development	14	3	25
Other	698	173	24.8
Counselors	529	103	19.3
Art Therapy	23	4	19
Homebound	465	80	17.2
Physical Therapy	887	144	16.4
Interrelated	3338	528	15.8
Severe/Multiple Handicapped	1587	226	14.6
Occupational Therapy	1165	167	14.5
Behavior Disorders	7370	1039	14.3
Hearing Impaired	1232	170	13.9
Music Therapy	143	18	13.8
Adapted PE	500	65	13.7
Special Needs	448	56	13.4
Educable MR	7008	926	13.3
Infant Toddler	38	5	13.2
Trainable MR	2505	317	13.1
Audiology	302	35	12.3
Nurse	1431	171	12.1
Gifted	6247	710	11.5
SEIMC (Material Centers)	489	55	11.5
Learning Disabled	13988	1592	11.5
Interrelated TMR/SMH	281	27	11.5
Speech/Language	8231	910	11.2
Social Work	2265	225	10.2
Early Childhood Handicapped	2043	200	10.1
Interrelated EMR/TMR	482	45	9.4
Interrelated LD/EMR/BD	3427	320	9.3
Visually Impaired	514	45	8.9
School Psychoogy	6090	519	8.7
Special Edu. Administration	1701	140	8.3
Work Study	260	19	7.9
Interrelated LD/EMR	2106	164	7.9
Interrelated Other	981	73	7.6
Interrelated LD/BD	1156	86	7.4
Physically Impaired	272	17	6.1
Supervisor	417	19	4.5
Integration Specialist	52	4	4.5
Diagnostic Teacher	144	2	1.5
Transition Specialist	15	0	0
Program Evaluation	2	0	0
Assistive Technology	11	0	0
TOTAL	80888	9410	11.9

Table 4. Employed, leavers, and percent attrition from FY77(1976-77 school year) to FY94 (1993-94 school year).

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CATEGORY	FY77		FY77		FY78		FY78		FY79		FY79		FY80		FY80		FY81		FY81		FY82		FY82	
	EMPL	LOST	%	LOST	EMPL	LOST	%	LOST	EMPL	LOST	%	LOST	EMPL	LOST	%	LOST	EMPL	LOST	%	LOST	EMPL	LOST	%	LOST
Semi-independent	562	90	16%	93	560	93	17%	564	96	17%	527	92	17%	488	69	14%	449	51	11%	488	69	14%	449	51
Semi-dependent	148	22	15%	25	147	25	17%	150	13	9%	148	26	18%	153	27	18%	151	20	13%	153	27	18%	151	20
Early Childhood	0	0	0%	0	0	0	0%	0	0	0%	19	6	32%	45	15	33%	54	7	13%	45	15	33%	54	7
Nurse	0	0	0%	0	0	0	0%	0	0	0%	36	3	8%	58	10	17%	62	7	11%	58	10	17%	62	7
Learning Disabled	513	84	16%	94	594	94	16%	684	105	15%	768	116	15%	826	108	13%	824	80	10%	826	108	13%	824	80
Hearing Impaired	49	7	14%	8	53	8	15%	58	13	22%	57	9	16%	67	7	10%	69	7	10%	67	7	10%	69	7
Physically Impaired	18	1	6%	1	20	1	5%	19	2	11%	14	1	7%	16	0	0%	16	0	0%	16	0	0%	16	0
Gifted	66	15	23%	14	94	14	15%	159	24	15%	209	33	16%	312	53	17%	346	39	11%	312	53	17%	346	39
Behavior Disorders	195	32	16%	52	260	52	20%	295	73	25%	336	53	16%	386	68	18%	399	52	13%	386	68	18%	399	52
Visually Impaired	17	1	6%	2	21	2	10%	26	5	19%	28	4	14%	27	5	19%	28	1	4%	27	5	19%	28	1
Severe/Multiple Handicapped	31	7	23%	13	64	13	20%	80	26	33%	90	23	26%	86	17	20%	104	10	10%	86	17	20%	104	10
Audiology	4	2	50%	0	0	0	0%	9	4	44%	13	2	15%	15	1	7%	15	4	27%	15	1	7%	15	4
Interrelated	132	22	17%	35	192	35	18%	245	56	23%	317	52	16%	389	59	15%	461	59	13%	389	59	15%	461	59
Adapted PE	0	0	0%	0	0	0	0%	0	0	0%	10	2	20%	26	9	35%	22	5	23%	26	9	35%	22	5
School Psychology	217	22	10%	36	250	36	14%	262	27	10%	275	30	11%	307	38	12%	322	20	6%	307	38	12%	322	20
Social Work	41	6	15%	12	60	12	20%	71	12	17%	88	20	23%	92	14	15%	99	12	12%	92	14	15%	99	12
Speech/Language	308	43	14%	50	339	50	15%	364	60	16%	367	59	16%	401	50	14%	407	42	10%	401	50	14%	407	42
SEIMC (Material Centers)	16	2	13%	3	18	3	17%	19	4	21%	18	1	6%	21	2	10%	22	2	9%	21	2	10%	22	2
Special Ed. Administration	64	4	6%	5	76	5	7%	77	5	6%	81	7	9%	81	9	11%	83	5	6%	81	9	11%	83	5
Homebound	29	3	10%	8	35	8	23%	31	3	10%	28	4	14%	27	4	15%	22	0	0%	27	4	15%	22	0
Other	50	10	20%	28	111	28	25%	159	45	28%	90	23	26%	62	16	26%	56	16	28%	62	16	26%	56	16
Counselors	0	0	0%	0	0	0	0%	0	0	0%	6	2	33%	8	0	0%	17	1	6%	8	0	0%	17	1
Occupational Therapy	0	0	0%	0	0	0	0%	0	0	0%	17	3	18%	33	8	24%	46	8	17%	33	8	24%	46	8
Physical Therapy	0	0	0%	0	0	0	0%	0	0	0%	9	2	22%	29	6	21%	36	10	28%	29	6	21%	36	10
Total	2460	373	15%	479	2894	479	17%	3272	573	18%	3551	573	16%	3955	601	15%	4110	458	11%	3955	601	15%	4110	458



Table 4. Employed, leavers, and percent attrition from FY77(1976-77 school year) to FY94 (1993-94 school year).

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FY83		FY84		FY85		FY86		FY87		FY88		FY89	
EMPL	LOST	EMPL	LOST	EMPL	LOST	EMPL	LOST	EMPL	LOST	EMPL	LOST	EMPL	LOST
		%		%		%		%		%		%	
422	40	9%	62	15%	394	60	15%	383	42	11%	351	44	13%
161	25	16%	25	17%	139	25	18%	141	17	12%	141	18	13%
66	15	20%	4	6%	80	21	26%	106	6	8%	106	12	11%
71	9	13%	10	14%	79	9	11%	86	8	10%	86	11	13%
872	118	14%	110	13%	887	121	14%	910	84	9%	916	113	12%
67	11	16%	14	21%	65	7	11%	67	10	15%	69	13	19%
17	3	18%	1	7%	14	1	7%	15	0	0%	16	2	13%
354	44	12%	48	13%	406	74	18%	407	35	9%	430	46	11%
429	73	17%	65	15%	453	71	16%	466	68	15%	466	72	15%
29	3	10%	4	15%	28	6	21%	28	2	7%	27	1	4%
105	11	10%	18	18%	104	21	20%	101	14	14%	98	13	13%
18	2	11%	2	11%	18	1	6%	19	4	21%	19	0	0%
497	72	14%	95	19%	592	78	13%	x	x	x	x	x	x
23	2	9%	3	14%	29	5	17%	30	7	23%	35	3	9%
345	30	9%	53	15%	347	48	14%	348	21	6%	354	23	6%
97	6	6%	8	8%	111	10	9%	122	10	8%	118	11	9%
432	41	9%	70	16%	464	81	17%	462	30	6%	477	55	12%
27	1	4%	10	31%	31	2	6%	29	3	10%	29	2	7%
89	6	7%	7	8%	97	4	4%	112	16	14%	107	10	9%
23	2	9%	2	9%	25	4	16%	27	6	22%	22	4	18%
67	11	16%	13	20%	38	11	29%	x	x	x	x	x	x
19	5	26%	0	0%	28	4	14%	35	6	17%	34	12	35%
53	10	19%	12	20%	61	11	18%	70	9	13%	81	9	11%
46	7	15%	13	29%	43	6	14%	47	5	11%	59	8	14%
4329	545	13%	649	15%	4533	681	15%	213	24	11%	209	24	11%
								77	8	10%	86	6	7%
								246	27	11%	242	23	10%
								21	3	14%	38	5	13%
								19	4	21%	16	2	13%
								30	7	23%	31	4	13%
								50	18	36%	45	10	22%
								2	0	0%	2	0	0%
								0	0	0%	1	0	0%
								13	1	8%	14	1	7%
								0	0	0%	1	1	100%
								9	0	0%	19	2	11%
								0	0	0%	38	1	3%
								0	0	0%	15	0	0%
								4660	495	11%	4798	561	12%
								4774	468	10%	4774	468	10%

x = category no longer used

Table 4. Employed, leavers, and percent attrition from FY77(1976-77 school year) to FY94 (1993-94 school year).

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FY89	FY89	FY89	FY90	FY90	FY90	FY91	FY91	FY91	FY92	FY92	FY92	FY93	FY93	FY93	FY94	FY94	FY94	
EMPL	LOST	%	EMPL	LOST	%	EMPL	LOST	%	EMPL	LOST	%	EMPL	LOST	%	EMPL	LOST	%	
322	44	14%	295	17	6%	291	28	10%	261	28	11%	235	23	10%	161	16	10%	
134	13	10%	144	14	10%	135	12	9%	114	4	4%	115	13	11%	94	2	2%	
152	16	11%	185	15	8%	223	17	8%	259	18	7%	293	17	6%	297	23	8%	
85	8	9%	116	6	5%	124	16	13%	139	24	17%	162	20	12%	167	18	11%	
844	78	9%	845	61	7%	824	61	7%	762	67	9%	679	66	10%	498	44	9%	
81	13	16%	76	5	7%	79	10	13%	77	8	10%	83	11	13%	80	10	13%	
15	1	7%	14		0%	13	0	0%	12	2	17%	10		0%	10	1	10%	
426	40	9%	439	35	8%	460	50	11%	436	42	10%	446	32	7%	452	46	10%	
460	50	11%	492	58	12%	515	52	10%	481	53	11%	471	47	10%	370	37	10%	
32	3	9%	32		0%	35	3	9%	34	1	3%	33	2	6%	31	2	6%	
99	9	9%	96	4	4%	91	10	11%	82	6	7%	83	8	10%	82	7	9%	
19	0	0%	21	2	10%	24	3	13%	23	1	4%	24	3	13%	25	1	4%	
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
36	6	17%	39	2	5%	43	2	5%	47	6	13%	50	5	10%	54	4	7%	
358	20	6%	371	22	6%	393	32	8%	393	22	6%	416	26	6%	426	26	6%	
141	8	6%	179	20	11%	197	13	7%	200	21	11%	211	18	9%	214	16	7%	
505	46	9%	522	40	8%	542	57	11%	551	47	9%	570	42	7%	591	51	9%	
33	3	9%	37	3	8%	41	6	15%	33	6	18%	29	0	0%	27	2	7%	
104	11	11%	104	4	4%	111	7	6%	110	10	9%	108	8	7%	106	8	8%	
9	1	11%	8		0%	9	2	22%	8	3	38%	93	22	24%	30	5	17%	
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
33	8	24%	35	5	14%	40	5	13%	43	4	9%	87	23	26%	94	19	20%	
98	11	11%	102	11	11%	108	18	17%	109	13	12%	120	17	14%	123	16	13%	
79	12	15%	81	13	16%	81	8	10%	84	19	23%	81	12	15%	90	13	14%	
221	15	7%	236	18	8%	237	20	8%	242	16	7%	269	13	5%	268	19	7%	
126	11	9%	123	7	6%	139	9	6%	177	15	8%	177	10	6%	161	12	7%	
296	33	11%	315	24	8%	331	27	8%	397	24	6%	486	51	10%	846	87	10%	
47	5	11%	57	2	4%	63	7	10%	72	7	10%	73	9	12%	69	6	9%	
25	4	16%	24	2	8%	36	5	14%	42	2	5%	47	6	13%	54	1	2%	
31	4	13%	44	2	5%	95	9	9%	136	12	9%	239	9	4%	350	25	7%	
46	2	4%	51	4	8%	53	6	11%	49	5	10%	51	4	8%	61	4	7%	
1	0	0%	5	2	40%	3	1	33%	2	0	0%	2	1	50%	2	0	0%	
1	1	100%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	
15	3	20%	19	1	5%	20	2	10%	19	5	26%	16	3	19%	13	0	0%	
0	0	0%	1		0%	1	0	0%	1	1	100%	0	0	0%	0	0	0%	
32	2	6%	35	2	6%	32	2	6%	34	3	9%	36	2	6%	31	1	3%	
49	4	8%	56		0%	58	4	7%	56	0	0%	55	3	5%	59	3	5%	
20	0	0%	23	1	4%	22	1	5%	18	0	0%	16	0	0%	14	0	0%	
4977	485	10%	5223	402	8%	5469	504	9%	5503	495	9%	7	2	29%	11	2	18%	
												5	0	0%	6	0	0%	
												1	0	0%	1	0	0%	
												8	2	25%	6	1	17%	
												22	1	5%	30	3	10%	
												2	0	0%	13	0	0%	
												0	0	0%	0	0	0%	
												1	0	0%	1	1	100%	
												0	0	0%	38	5	13%	
												Total	5918	531	9%	6058	537	9%

Table 5. Special education attrition by level of instruction: 1993-94 to 1994-95.

Level of Instruction	Personnel Employed 1993-94	1994-95 Leavers	Percent Leavers
Preschool	400	37	9.3
Primary	492	41	8.3
Intermediate	134	13	9.7
Junior High	348	36	10.3
Senior High	592	45	7.6
Preschool/Primary	12	0	0.0
Primary Intermediate	1278	122	9.5
Intermediate/Junior High	407	33	8.1
Junior High/Senior High	506	36	7.1
All Levels (EC - 12)	583	54	9.3
All Levels (K - 12)	1306	120	9.2
Total	6058	537	8.9

Table 6. Special education attrition for large districts, medium districts, and small districts: 1993-94 to 1994-95.

District Size	Number of Districts	Personnel Employed 1993-94	1994-95 Leavers	Percent Leavers
Large Districts	14	3143	265	8.4
Medium Districts	63	2811	260	9.2
Small Districts	4	104	12	11.5
TOTAL	1	6058	537	8.9

Definitions: A large district has 100 or more special education personnel.

A medium district has 11 to 99 special education personnel.

A small district has 10 or less special education personnel.

Table 7. Special education attrition for urban districts and rural districts: 1993-94 to 1994-95.

District Location	Number of Districts	Personnel Employed 1993-94	1994-95 Leavers	Percent Leavers
Urban	25	2749	261	9.4
Rural	279	3309	276	8.3
TOTAL	304	6058	537	8.8

Definition of location: An urban district was operationally defined as any district located primarily in one of four counties: Sedgwick, Shawnee, Johnson, or Wyandotte. Districts in the other 101 counties were operationally defined as rural districts.

Table 8. Special education attrition by type of administrative plan: 1993-94 to 1994-95.

Administrative Plan	Personnel Employed 1993-94	1994-95 Leavers	Percent Leavers
<u>Interlocal</u>	1187	102	8.6
Cooperative	2436	181	7.4
Single district	2307	237	10.3
Other	128	17	13.3
TOTAL	6058	537	8.9

Table 9. Special education attrition by geographic region of the state: 1993-94 to 1994-95.

Geographic Region	Personnel Employed 1993-94	1994-95 Leavers	Percent Leavers
1 (Northwest)	294	21	7.1
2 (Southwest)	431	49	11.4
3 (North Central)	401	34	8.5
4 (South Central)	658	50	7.6
5 (Sedwick County)	930	92	9.9
6 (Northeast)	545	66	12.1
7 (Wyandotte and Johnson Counties)	1359	113	8.3
8 (East Central)	950	88	9.3
9 (Southeast)	490	24	4.9
TOTAL	6058	537	8.9

State of Kansas
Geographic Regions

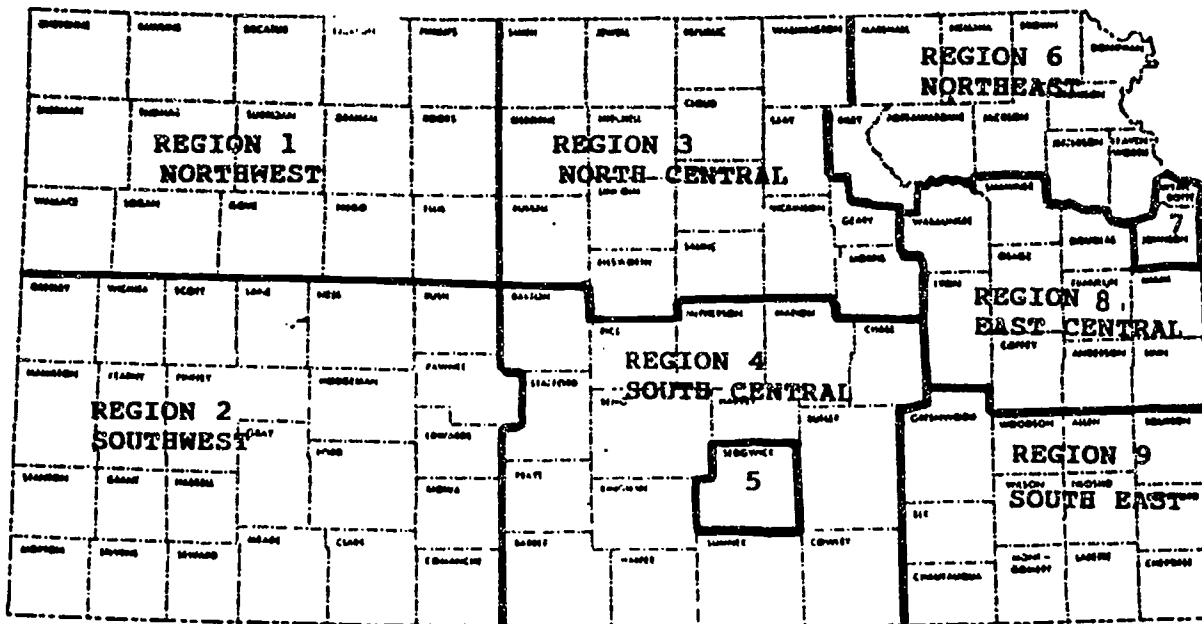


Table 10. Special education attrition for teaching personnel: 1993-94 to 1994-95.

Category	Personnel Employed 1993-94	1994-95 Leavers	Percent Leavers
Orientation/Mobility	1	1	100.0
Interrelated BD/EMR	11	2	18.2
Homebound	30	5	16.7
Infant/Toddler	38	5	13.2
Hearing Impaired	80	10	12.5
Interrelated LD/EMR/BD	846	87	10.3
Gifted	452	46	10.2
Behavior Disorders	370	37	10.0
Physically Impaired	10	1	10.0
Educable MR	161	16	9.9
Learning Disabled	498	44	8.8
Interrelated EMR/TMR	69	6	8.7
Severe/Multiple Handicapped	82	7	8.5
Early Childhood Handicapped	297	23	7.7
Interrelated LD/BD	161	12	7.5
Adapted PE	54	4	7.4
Interrelated Other	350	25	7.1
Interrelated LD/EMR	268	19	7.1
Special Needs	61	4	6.6
Visually Impaired	31	2	6.5
Work Study	31	1	3.2
Trainable MR	94	2	2.1
Interrelated TMR/SMH	54	1	1.9
Diagnostic Teacher	14	0	0.0
Total	4063	360	8.9

Table 11. Special education attrition for support personnel: 1993-94 to 1994-95.

Category	Personnel Employed 1993-94	1994-95 Leavers	Percent Leavers
Counselors	94	19	20.2
Personnel Development	6	1	16.7
Physical Therapy	90	13	14.4
Occupational Therapy	123	16	13.0
Nurse	167	18	10.8
Integration Specialist	30	3	10.0
Speech/Language	591	51	8.6
Social Work	214	16	7.5
Special Education Administration	106	8	7.5
SEIMC (Material Centers)	27	2	7.4
School Psychology	428	26	6.1
Supervisor	59	3	5.1
Audiology	25	1	4.0
Transition Specialist	13	0	0.0
Music Therapy	13	0	0.0
Assistive Technology	6	0	0.0
Art Therapy	2	0	0.0
Program Evaluation	1	0	0.0
TOTAL	1995	177	8.9

Table 12. Special education attrition as related to percent of full-time employment: 1993-94 to 1994-95.

Percent of Full-time Employment	Personnel Employed 1993-94	1994-95 Leavers	Percent Leavers
0 to .20	271	52	19.2
.21 to .40	117	17	14.5
.41 to .60	486	54	11.1
.61 to .80	142	17	12.0
.81 to 1.00	5042	397	7.9
TOTAL	6058	537	8.9

Table 13. Special education attrition for personnel from interrelated classrooms: 1977-1994.

Year	Personnel Employed	Leavers	Percent Leavers
1977	132	22	16.7
1978	192	35	18.2
1979	245	56	22.9
1980	317	52	16.4
1981	389	59	15.2
1982	461	59	12.8
1983	497	72	14.5
1984	513	95	18.5
1985	592	78	13.2
1986	606	73	12
1987	622	64	10.3
1988	654	51	7.8
1989	746	72	9.7
1990	799	55	6.9
1991	901	76	8.4
1992	1066	76	7.1
1993	1298	100	7.7
1994	1759	152	8.6

Table 14. Frequency of personnel by category: Traditional categories and interrelated combined categories.

Year	EMR	TMR	SMH	LD	BD	Interrelated
1977	562	148	31	513	195	132
1978	560	147	64	594	260	192
1979	564	150	80	684	295	245
1980	527	148	90	768	336	317
1981	488	153	86	826	386	389
1982	449	151	104	824	399	461
1983	422	161	105	872	429	497
1984	422	150	100	867	445	513
1985	394	139	104	887	453	592
1986	383	141	101	910	466	606
1987	351	141	98	916	466	622
1988	320	140	91	875	451	654
1989	322	134	99	844	460	746
1990	295	144	96	845	492	799
1991	291	135	91	824	515	901
1992	261	114	82	762	481	1066
1993	236	115	83	679	471	1298
1994	161	94	82	498	370	1759

Frequency of Personnel by Category

See Table 14 for the data

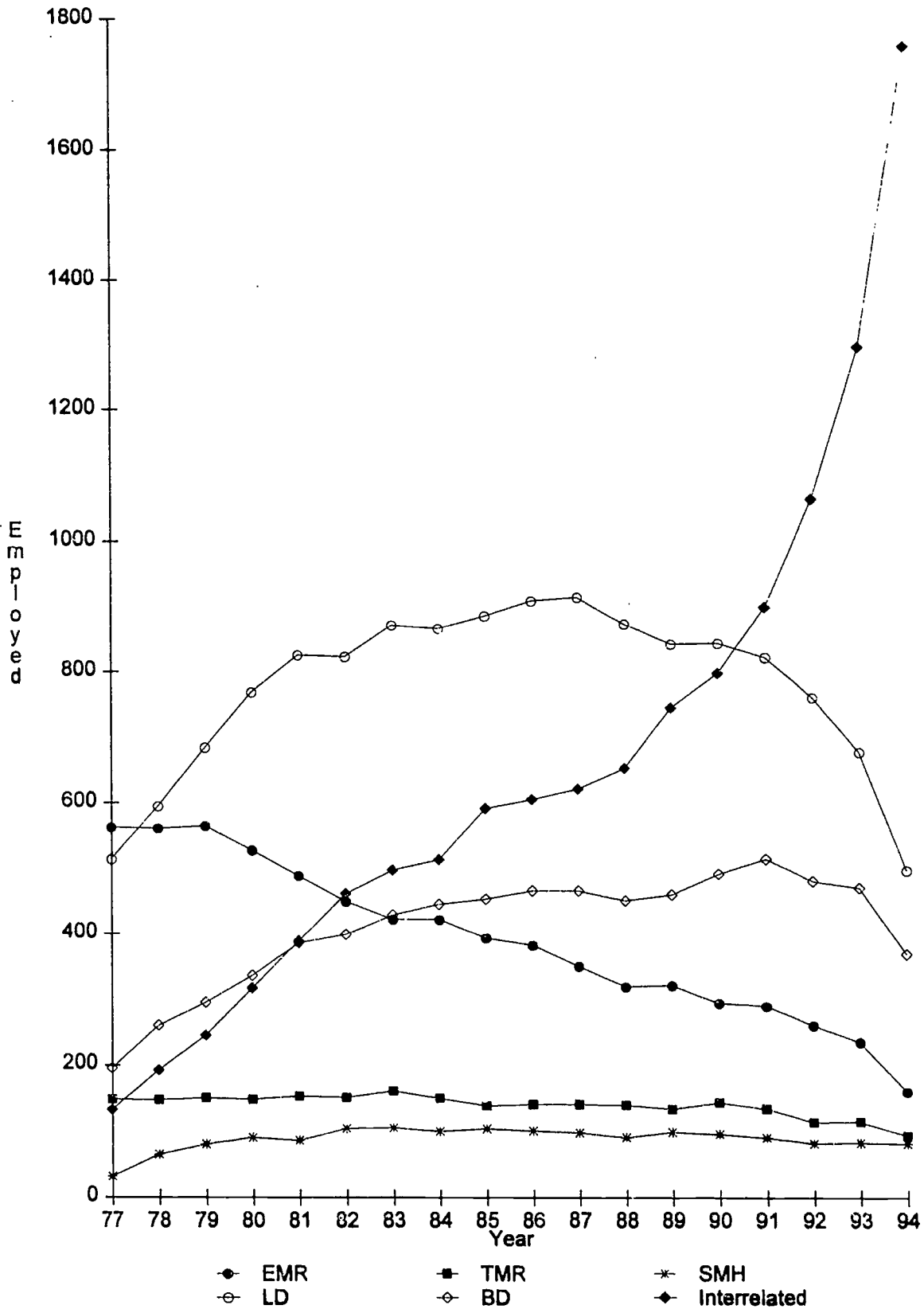


Table 15. Total employed and lost, teachers employed and lost, interrelated employed and lost: Data and percent lost.

Year	Employed		Percent Lost		Teachers Employed		Teachers Lost		Percent Lost		Interrelated Employed		Interrelated Lost		Percent Lost		Employed Who Were Teachers		Percent of Teachers Who Were Interrelated	
	Employed	Lost	Employed	Lost	Employed	Lost	Employed	Lost	Employed	Lost	Employed	Lost	Employed	Lost	Employed	Lost	Employed	Lost	Employed	Lost
1977	2460	373	15	15	1760	284	16	16	132	22	17	72	5	8						
1978	2894	479	17	17	2040	345	17	17	192	35	18	72	7	9						
1979	3272	573	18	18	2311	416	18	18	245	56	23	71	7	11						
1980	3551	573	16	16	2551	421	17	17	317	52	16	72	9	12						
1981	3955	601	15	15	2848	441	15	15	389	59	15	72	10	14						
1982	4110	458	11	11	2945	331	11	11	461	59	13	72	11	16						
1983	4329	545	13	13	3065	417	14	14	497	72	14	71	11	16						
1984	4400	649	15	15	3097	451	15	15	513	95	19	70	12	17						
1985	4533	681	15	15	3216	494	15	15	592	78	13	71	13	18						
1986	4660	495	11	11	3320	382	12	12	606	73	12	71	13	18						
1987	4798	561	12	12	3378	417	12	12	622	64	10	70	13	18						
1988	4774	468	10	10	3325	329	10	10	654	51	8	70	14	20						
1989	4977	485	10	10	3454	350	10	10	746	72	10	69	15	22						
1990	5223	402	8	8	3574	273	8	8	799	55	7	68	15	22						
1991	5469	504	9	9	3726	332	9	9	901	76	8	68	16	24						
1992	5503	495	9	9	3740	322	9	9	1066	76	7	68	18	27						
1993	5918	531	9	9	3999	352	9	9	1298	100	8	68	22	32						
1994	6058	537	9	9	4063	360	9	9	1759	152	9	67	29	43						

Interpretation: In 1994, there were 6058 personnel employed. 537 of them did not return at the start of the 1994-95 school year for an attrition rate rounded to 9%. Of the 6058, 4063 were employed primarily as teaching personnel, not support personnel. 369 of the 4063 teaching personnel did not return for a 9% attrition rate. Of the 6058 total personnel, 1759 were interrelated categories. 152 of those in interrelated did not return for an attrition rate of 9%. In 1994, 67% of all of those employed primarily as teachers, and 29% of the total employed were interrelated teachers. Finally, of all teachers employed, 43% were in the interrelated category.

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