

DOCUMENT RESUME

ED 466 074

EC 309 043

AUTHOR McKnab, Paul
TITLE Special Education Personnel Attrition in Kansas for the School Years of 2000-01 to 2001-02.
INSTITUTION Emporia State Univ., KS.
SPONS AGENCY Kansas State Dept. of Education, Topeka.
PUB DATE 2002-02-21
NOTE 37p.; Submitted to Student Support Services section of the Kansas State Department of Education to support the Comprehensive System of Personnel Development activities of Kansas. Prepared under coordination of Southeast Kansas Education Service Center.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Disabilities; *Educational Trends; Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; *Special Education Teachers; Tables (Data); *Teacher Burnout; *Teacher Employment; *Teacher Persistence; Teacher Recruitment; Teacher Retirement; Teacher Shortage; Teacher Supply and Demand; Trend Analysis
IDENTIFIERS *Kansas

ABSTRACT

This report contains data on three facets of special education attrition in Kansas. First, the report documents attrition information for special education personnel who were employed during the 2000-2001 school year (SY) but who did not return to a special education position in Kansas for the 2001-02 SY. Second, attrition rates for special education personnel within each district that employed 10 or more special education personnel for 2000-01 were calculated. Third, those personnel who stayed in special education but moved to a different district in Kansas were identified. Sixteen tables provide an historical and current perspective on the employment and attrition of special education personnel in Kansas. This report summarizes attrition data beginning in 1976-1977 through the 2001-02 SY. Results from the data indicate more personnel were employed in special education during the 2000-01 SY than at any previous time. From the 7,618 personnel employed during 2000-01 SY, 844 personnel did not return to special education for the 2001-02 SY, for an attrition rate of 11.1 percent. For the individual school districts, attrition rates ranged from 30 to zero percent. In addition to the 844 personnel who left, 263 personnel stayed in special education but moved to different districts. (CR)

ED 466 074

Special Education Personnel Attrition
in Kansas
for the School Years of 2000-01 to 2001-02

Paul McKnab, Ed.D.

Department of Psychology and Special Education

Emporia State University

February 21, 2002

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

P. McKnab

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2

BEST COPY AVAILABLE

IC 309043

ERIC
Full Text Provided by ERIC

This report would not be possible without the help of other individuals. I want to recognize the continuing, annual special assistance of Mary Stattelma, a data control technician with the Student Support Services area of the Kansas State Department of Education. Mary provides all of the data in a format I can process and analyze and alerts me to important changes that occur from year to year. Deborah Mulsow, Office Supervisor in the Teachers College Word Processing Center, takes my spreadsheet data and types the tables. Dale Brown, director, and Ted Gray, outreach coordinator, of the Kansas Recruitment and Retention Program serve as technical consultants to the research.

The report is submitted to the Student Support Services section of the Kansas State Department of Education to support the Comprehensive System of Personnel Development activities of Kansas. It was prepared under the coordination of the Southeast Kansas Education Service Center. All opinions are those of the author.

Attrition of Special Education Personnel in Kansas for School Years 2000-01 to 2001-02

The report contains data on three facets of special education attrition in Kansas. First, the report documents attrition information for special education personnel who were employed during the 2000-01 school year but who did not return to a special education position in Kansas for the 2001-02 school year. These individuals are referred to as leavers. Second, attrition rates for special education personnel within each district that employed 10 or more special education personnel for 2000-01 were calculated. Third, those personnel who stayed in special education but moved to a different district in Kansas were identified. These individuals are referred to as movers.

Sixteen tables provide a historical and current perspective on the employment and attrition of special education personnel in Kansas. This report summarizes attrition data beginning in 1976-1977, the first school year after the passage of PL 94-142, and continues to those who were employed during the 2000-01 who did not return for the 2001-02 school year.

The tables were prepared using data provided by the Kansas State Department of Education (KSDE). The basic procedure to analyze the data was to computer-match social security numbers for personnel from the two comparison years (2000-01 with 2001-02). Then queries isolated personnel employed during the previous year (2000-01) who did not return at the start of the current school year (2001-02) to a Kansas special education position. Finally, the data were sorted following several routines to obtain specific counts. The data reported were headcount statistics not full time equivalent (FTE) counts. For

example, if two half-time speech therapists left, they were counted as two leavers for this report.

The report used the terms leavers, stayers, and movers to describe personnel. A leaver was an individual employed in special education in 2000-01 who did not return to special education in Kansas for the 2001-02 school year. A stayer was an individual who taught in special education in 2000-01 and returned to special education for the 2001-02 school year. A mover was a stayer who was employed in special education in Kansas for one district in 2000-01 and returned to a special education position for 2001-02, but with a different district.

Results

Table 1 summarizes the attrition status of all certified special education personnel including all categories of teachers and support personnel, for the years of 1977 through 2001. When school started for the 2001-02 school year, 844 of the 7,618 personnel (11.1%) employed during 2000-01 did not return to special education employment in Kansas. The attrition rate of 11.1% was an increase from the 10.1% rate for the previous year. The attrition rate for current year is the second year in a row of double-digit attrition after twelve consecutive years of single-digit attrition. In addition, 844 leavers was the largest number for all years of this report, surpassing last year's record of 754 by 90 individuals. The attrition rate of 11.1% for 2000-01 was still less than the rates in the 1970s and early 1980s when the rates were usually above 12%, and reached a high of 17.5% in 1978-79. Table 1 also documents the annual increase in the headcount of special education personnel with the exception of the 1987-88 school year. The number of

personnel increased from 2,460 personnel in 1976-77 to 7,618 personnel employed for the 2000-01 school year, a change of 310%.

Table 2 displays the categorical attrition data for the 2000-01 school year for all special education personnel categories in decreasing order of attrition. The range was from 61.5% to 0% attrition for the categories. The highest rates were for categories with small numbers of personnel employed and should be interpreted with caution. For the largest teaching categories the attrition rates were as follows: Learning Disabled 14.4%, Interrelated 10.8%, Gifted 10.8%, Behavior Disorders 10.5%, and Mental Retardation 9.9%. For the largest support services categories the attrition rates were: Nurses 12.8%, Social Work 12.0%, Speech and Language 8.7%, and School Psychology 8.4%.

To build Tables 3 and 4, the data in Table 2 were sorted to isolate teaching personnel from support personnel. Table 3 reports the attrition data for personnel who were teachers and Table 4 reports the data for support services personnel. The total attrition for teaching personnel (11.2%) was greater than the rate for support personnel (10.8%).

Table 5 provides a historical summary of the total employment and attrition data summarized for all categories for all years from 1976 through 2001. To interpret the table, examine the entry for the category of Learning Disabled (about half way down the table). The Learning Disability category has had 16,942 teachers employed from 1976 to 2001. A total of 1,880 teachers employed in the Learning Disabled category have left, for an attrition rate of 11.1% for all the years. The total attrition rate for all of the categories from 1976 to 2001 was 10.8% per cent. In comparing Tables 3, 4, and 5, the reader needs to

know that over the years the Kansas State Department of Education has combined or changed the names of some categories. Some categories listed in Table 5 are no longer used by the KSDE. Therefore, some categories that appear in Table 5, a summary table for all years, are not found in the specific tables for the 2000-01 data:

Table 6 would help answer the question if larger districts have greater or lesser attrition than smaller districts. The table presents the attrition data organized by the total number of special education personnel employed by the district. Personnel size refers to the number of special education personnel employed, not total personnel counting the general education personnel. The three sizes used to categorize districts were 100 personnel and above for large districts, 11 to 99 personnel for medium districts, and 10 personnel and below for small districts. The highest rate (11.4%) was with the 51 medium-sized districts. The 24 largest districts, which employed 5,171 of the 7,618 personnel, or 68% of the total, had an attrition rate of 11%. As a group, the smallest districts had only 11 leavers out of the total of 844 leavers. The small school districts not only are typically members of an interlocal or cooperative district but also they hire additional teachers above their allotment from the cooperative to meet specific local needs. The data in Table 6 vary from year to year. Last year, the small districts had the highest attrition rate and the medium districts the smallest attrition rate.

Table 7 shows the attrition rates for urban districts and rural districts. An urban district was defined as any district found primarily in one of four largest counties: Sedgwick, Shawnee, Johnson, or Wyandotte. This included 28 school districts. The remaining school districts (98) in the other 101 counties were defined as rural districts.

Because of cooperatives and interlocals, not all of the 304 school districts employ special education personnel. The urban districts had an attrition rate of 10.6% versus the rural districts' attrition rate of 11.5%. Last year, the order was reversed.

Table 8 displays the data arranged by the type of administrative organizational plan of the district. The attrition rates ranged from 11.4% for interlocals, 10.5% for cooperatives, 11.6% for single districts, and 8.2% for the Other category. Cooperatives and interlocals are terms used to describe groups of school districts that have legally joined to provide services. An essential difference between the two is how they are governed. An interlocal establishes its own governing board and functions independently, but it cannot levy direct property taxes. A cooperative is governed by one sponsoring district. A single district refers to those school districts that provide for essentially all of their special education needs with their own personnel. Single districts would include those such as Wichita, Shawnee Mission, Eureka, and Fort Scott. The Other category accounts for the few personnel who do not fit conveniently in one of the groups. They are typically districts that belong to a cooperative or interlocal that wanted to employ additional personnel above an allotted share to provide for a specific local need.

Table 9 reports attrition by geographic regions of the state. A map of the state is provided in the Appendix to locate the regions. As in previous years, it was difficult to detect any patterns in analyzing the nine attrition rates for the geographic areas.

Attrition rates of the individual school districts

Attrition rates were calculated for the school districts in Kansas. Only the large districts (special education personnel greater than 99) and the medium-sized districts

(special education personnel less than 100 and greater than 10) were included in the analysis. Table 10 presents the attrition rates in order of the school district USD number. Table 11 contains the same data for the school districts, organized in order of attrition rates from highest to lowest. The attrition rates for districts ranged from 30% to 0% for the 2000-01 academic year, similar to the range for the 1999-2000 school year range of 27% to 0%. The district number and name of each district included in Tables 10 and 11 are listed in the Appendix.

Tables 12, 13, 14, and 15 are summary tables of annual attrition since 1976 for seventeen of the special education categories with the most personnel. Table 12, for example, has the number employed, the number of leavers, and the attrition rates for each of the 25 years for mental retardation, behavior disabilities, learning disabilities, interrelated, and gifted. Each of Tables 12 through 15 can be studied to verify changes in practice and philosophy over the years. For example, in Table 12, the number of teachers in the category of mental retardation has fallen from 714 in 1979 to 283 in 2001. In 1977, there were 513 teachers in the category of Learning Disabilities, it grew to 916 in 1987, and has declined to 402 in 2001. However, more than taking up the declines in the traditional categories, the Interrelated category grew from 132 in 1977 to 2445 in 2001.

In Table 12, two of the categories, Mental Retardation and Interrelated have had different names over the years. Mental Retardation used to have two subcategories, Educable Mental Retardation (also known in Kansas as semi-independent), and Trainable Mental Retardation (also known as semi-dependent), which were combined in 1997 to form the current category of Mental Retardation. The data for all of the names used to describe

mental retardation were combined under the one category of **Mental Retardation** for Table 12. Likewise, Interrelated used to have seven subcategories such as Interrelated LD-BD-MR. These subcategories were dropped in 1995, resulting in the current Interrelated category. The data for all years for the various different Interrelated categories are included under the Interrelated label.

In Table 13, the rise of early childhood special education programs beginning in the 1980s can be measured by the 19 teachers employed in the category in 1980 to 470 in 2001.

Table 14 shows the increase in the use of psychologists, social workers, counselors and administrators from 1977 to 2001 as the number of programs and identified children increased.

Table 15, for speech and language therapists, occupational therapists, physical therapists, and nurses shows the increased use of support personnel needed to meet the total needs of the students who were placed in special programs.

A Study of Movers

Leavers is the term used to describe those who do not return from one year to the next to special education. Stayers remain in special education with the same district from one year to the next. Movers is a special category of stayers. Movers are personnel who returned the following year to a special education position in Kansas, but they switched districts. With 7,618 personnel employed during the 2000-01 school year, 263 movers switched to different districts in 2001-02, for a rate of 3.4%. The size of the count for each category, the number employed for each category and the percent of movers who made up

that category are reported in Table 16. The categories are listed in alphabetical order. The categories that had no movers are not included. In addition, some personnel in USD 635 merged with USD 605 and USD 325 changed the LEA sponsor to USD 636. None of these personnel was counted as a mover, except for a few who did move to other districts.

Summary

There were more personnel employed in special education during the 2000-01 school year than at any previous time. From the 7,618 personnel employed during 2000-01 school year, 844 personnel did not return to special education for the 2001-02 school year, for an attrition rate of 11.1%. For the individual school districts, attrition rates ranged from 30% to 0%. In addition to the 844 personnel who left, 263 personnel stayed in special education but moved to different districts.

Typical reasons for attrition have been identified in the literature. They include a lack of administrative support, limited support personnel, paper work, not enough time 2001-2002 in a day to get the work done. and burnout. The reasons for higher than average attrition need to be identified in specific districts. Studies could then determine if the causes of attrition can be lessened so that districts could continue to employ more of their experienced personnel.

Table 1. Special education annual attrition rates for 1976-77 through 2000-2001

Year	Personnel Employed	Leavers the Next Year	Percent Leavers
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
1994-95	6085	563	9.3
1995-96	6607	572	8.7
1996-97	6667	510	7.6
1997-98	6740	631	9.4
1998-99	7138	706	9.9
1999-00	7427	754	10.1
2000-01	7618	844	11.1

Interpretation: During the 2000-01 school year 7618 personnel were employed in special education; 844 personnel did not return in special education for the 2001-02 school year, for an attrition rate of 11.1%.

Table 2. Special education attrition for all special education personnel by category: 2000-01 to 2001-02.

Category	Personnel Employed in 2000-01	Leavers in 2001-02	Percent Leavers
Homebound	26	16	61.5
Art Therapy	4	1	25.0
Infant/Toddler	22	4	18.2
Counselors	134	22	16.4
Physical Therapy	126	20	15.9
Integration Specialist	53	8	15.1
Hearing Impaired	74	11	14.9
Learning Disabled	402	58	14.4
Educational Interpreter	70	10	14.3
Occupational Therapy	220	29	13.2
Nurse	343	44	12.8
Special Ed. Administration	103	13	12.6
Assistive Technology	8	1	12.5
Adapted PE	65	8	12.3
Social Work	309	37	12.0
Vocational Special Needs	78	9	11.5
Personnel Development	9	1	11.1
Interrelated	2445	265	10.8
Gifted	472	51	10.8
Severe/Multiple Disabilities	66	7	10.6
Behavior Disorders	334	35	10.5
Mental Retardation	283	28	9.9
Early Childhood	470	45	9.6
Work Study	22	2	9.1
Speech/Language	768	67	8.7
School Psychology	513	43	8.4
Audiology	24	2	8.3
SEIMC (Material Centers)	17	1	5.9
Supervisor	61	3	4.9
Visually Impaired	41	2	4.9
Transition Services	25	1	4.0
Music Therapy	15	0	0.0
Physically Impaired	5	0	0.0
Diagnostic Teacher	3	0	0.0
Registered Dietician	3	0	0.0
Recreation Therapy	2	0	0.0
Program Evaluation	2	0	0.0
Orientation/Mobility Specialist	1	0	0.0
Total	7618	844	11.1

Table 3. Attrition for special education teaching personnel: 2000-01 to 2001-02

Category	Teaching Personnel Employed 2000-01	Teaching Personnel Leavers 2001-02	Percent Leavers
Homebound	26	16	61.5
Infant/Toddler	22	4	18.2
Hearing Impaired	74	11	14.9
Learning Disabled	402	58	14.4
Adapted PE	65	8	12.3
Vocational Special Needs	78	9	11.5
Interrelated	2445	265	10.8
Gifted	472	51	10.8
Severe/Multiple Disabilities	66	7	10.6
Behavior Disorders	334	35	10.5
Mental Retardation	283	28	9.9
Early Childhood	470	45	9.6
Work Study	22	2	9.1
Visually Impaired	41	2	4.9
Physically Impaired	5	0	0.0
Diagnostic Teacher	3	0	0.0
Orientation/Mobility Specialist	1	0	0.0
Total	4809	541	11.2

Table 4. Attrition for special education support personnel: 2000-01 to 2001-02

Category	Support Personnel Employed 2000-01	Support Personnel Leavers 2001-02	Percent Leavers
Art Therapy	4	1	25.0
Counselors	134	22	16.4
Physical Therapy	126	20	15.9
Integration Specialist	53	8	15.1
Educational Interpreter	70	10	14.3
Occupational Therapy	220	29	13.2
Nurse	343	44	12.8
Special Ed. Administration	103	13	12.6
Assistive Technology	8	1	12.5
Social Work	309	37	12.0
Personnel Development	9	1	11.1
Speech/Language	768	67	8.7
School Psychology	513	43	8.4
Audiology	24	2	8.3
SEIMC (Material Centers)	17	1	5.9
Supervisor	61	3	4.9
Transition Services	25	1	4.0
Music Therapy	15	0	0.0
Registered Dietician	3	0	0.0
Recreation Therapy	2	0	0.0
Program Evaluation	2	0	0.0
Total	2809	303	10.8

Table 5. Summary of special education personnel attrition by category for 1976-77 to 2000-01

Category	1976 to 2000 Employed	1976 to 2001 Leavers	Percent Leavers
Dance/Movement Therapy	3	1	33.3
Recreation Therapy	10	3	30.0
Orientation/Mobility Specialist	14	4	28.6
Other	698	173	24.8
Interrelated BD/EMR	18	4	22.2
Homebound	810	171	21.1
Art Therapy	42	7	16.7
Counselors	1322	212	16.0
Program Evaluation	25	4	16.0
Interrelated	3338	528	15.8
Vocational Special Needs	314	48	15.3
Physical Therapy	1651	251	15.2
Personnel Development	70	10	14.3
Behavior Disorders	9928	1317	13.3
Educational Interpreter	304	40	13.2
Educable MR	7318	959	13.1
Hearing Impaired	1773	232	13.1
Occupational Therapy	2349	307	13.1
Severe/Multiple Disabilities	2092	269	12.9
Trainable MR	2672	333	12.5
Nurse	3254	402	12.4
Special Needs	653	74	11.3
Learning Disabled	16942	1880	11.1
Adapted PE	924	102	11.0
Gifted	9393	1004	10.7

Category	1976 to 2000 Employed	1976 to 2001 Leavers	Percent Leavers
Mental Retardation	1409	144	10.2
Infant/Toddler	246	25	10.2
Speech/Language	12933	1311	10.1
SEIMC (Material Centers)	624	63	10.1
Audiology	476	48	10.1
Integration Specialist	401	40	10.0
Music Therapy	243	24	9.9
Interrelated TMR/SMH	281	27	9.6
Interrelated LD/EMR/BD	3427	320	9.3
Interrelated EMR/TMR	482	45	9.3
Interrelated Other	15901	1453	9.1
Social Work	4056	365	9.0
Early Childhood Sp. Ed.	4867	431	8.9
School Psychology	9436	752	8.0
Interrelated LD/EMR	2106	164	7.8
Visually Impaired	789	61	7.7
Special Ed. Administration	2399	183	7.6
Interrelated LD/BD	1156	86	7.4
Work Study	423	30	7.1
Physically Impaired	321	21	6.5
Assistive Technology	62	4	6.5
Supervisor	840	45	5.4
Transition Services	170	7	4.1
Diagnostic Teacher	195	6	3.1
Registered Dietician	6	0	0.0
Total	129166	13990	10.8

Table 6. Special education attrition for large districts, medium districts, and small districts: 2000-01 to 2001-02

District Size	Number of Districts	Personnel Employed 2000-01	2001-02 Leavers	Percent Leavers
Large Districts	24	5171	571	11.0
Medium Districts	51	2306	262	11.4
Small Districts	51	141	11	7.8
TOTAL	126	7618	844	11.1

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: 2000-01 to 2001-2002

District Location	Number of Districts	Personnel Employed 2000-2001	2001-2002 Leavers	Percent Leavers
Urban	28	3495	371	10.6
Rural	98	4123	473	11.5
Total	126	7618	844	11.1

Definition of district 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. There are 304 school districts, but because of cooperatives and other administrative arrangements, not all offer special education services.

Table 8. Special education attrition by type of administrative plan: 2000-01 to 2001-02

Administrative Plan	Number of Districts	Personnel Employed 2000-01	2001-02 Leavers	Percent Leavers
Interlocal	19	1559	178	11.4
Cooperative	27	2893	303	10.5
Single district	35	2996	349	11.6
Other	45	170	14	8.2
Total	126	7618	844	11.1

Table 9. Special education attrition by geographic region of the state: 2000-01 to 2001-02

Geographic Region	Number of Districts	Personnel Employed 2000-01	2001-02 Leavers	Percent Leavers
1 Northwest	18	295	24	8.1
2 Southwest	16	511	69	13.5
3 North Central	11	490	61	12.4
4 South Central	21	829	98	11.8
5 Sedgwick County	11	1239	133	10.7
6 Northeast	13	661	97	14.7
7 Wyandotte and Johnson Counties	9	1763	191	10.8
8 East Central	14	1179	111	9.4
9 Southeast	13	651	60	9.2
Total	126	7618	844	11.1

See the map for the geographic regions.

Table 10. Special education attrition for 2000-2001 to 2001-2002 by order of school district number for districts employing 10 or more special education personnel

USD	Employed in 2000-2001	Leavers in 2001-2002	Percent Leavers
202	66	6	9
229	220	23	10
230	26	4	15
231	45	8	18
232	60	10	17
233	342	34	10
234	19	1	5
244	20	4	20
250	140	11	8
253	137	16	12
259	860	88	10
260	96	10	10
261	56	6	11
263	17	0	0
273	40	4	10
282	25	0	0
290	32	0	0
305	200	19	10
308	66	8	12
315	13	0	0
320	46	8	17
321	29	2	7
325	74	2	3
330	16	3	19
333	53	7	13
336	51	4	8
345	58	8	14
352	10	0	0
353	30	4	13
364	17	2	12
368	100	7	7
372	12	0	0
373	77	12	16
379	58	5	9
382	11	0	0
383	106	16	15
389	17	0	0
405	39	5	13

USD	Employed in 2000-2001	Leavers in 2001-2002	Percent Leavers
407	26	6	23
409	33	5	15
418	82	7	9
428	61	3	5
437	93	10	11
442	21	4	19
443	15	2	13
450	47	2	4
453	197	35	18
457	103	17	17
465	93	15	16
475	107	19	18
480	39	7	18
489	87	11	13
490	148	21	14
495	50	3	6
497	215	28	13
500	401	40	10
501	329	24	7
512	499	60	12
602	62	7	11
603	120	4	3
605	103	9	9
607	120	16	13
608	98	11	11
609	172	23	13
610	104	6	6
611	116	12	10
613	134	15	11
614	68	7	10
615	30	2	7
616	29	8	28
617	52	6	12
618	198	28	14
619	44	6	14
620	66	6	9
628	23	7	30
635	18	4	22

Table 11. Attrition for 2000-21 to 2001-02 in order of attrition rate for districts employing 10 or more special education personnel

USD	Employed in 2000-01	Leavers in 2001-02	Percent Leavers
628	23	7	30
616	29	8	28
407	26	6	23
635	18	4	22
244	20	4	20
442	21	4	19
330	16	3	19
480	39	7	18
231	45	8	18
453	197	35	18
475	107	19	18
320	46	8	17
232	60	10	17
457	103	17	17
465	93	15	16
373	77	12	16
230	26	4	15
409	33	5	15
383	106	16	15
490	148	21	14
618	198	28	14
345	58	8	14
619	44	6	14
609	172	23	13
607	120	16	13
353	30	4	13
443	15	2	13
333	53	7	13
497	215	28	13
405	39	5	13
489	87	11	13
308	66	8	12
512	499	60	12
364	17	2	12
253	137	16	12
617	52	6	12
602	62	7	11
608	98	11	11
613	134	15	11

437	93	10	11
261	56	6	11
229	220	23	10
260	96	10	10
611	116	12	10
614	68	7	10
259	860	88	10
273	40	4	10
500	401	40	10
233	342	34	10
305	200	19	10
202	66	6	9
620	66	6	9
605	103	9	9
379	58	5	9
418	82	7	9
250	140	11	8
336	51	4	8
501	329	24	7
368	100	7	7
321	29	2	7
615	30	2	7
495	50	3	6
610	104	6	6
234	19	1	5
428	61	3	5
450	47	2	4
603	120	4	3
325	74	2	3
290	32	0	0
282	25	0	0
263	17	0	0
389	17	0	0
315	13	0	0
372	12	0	0
382	11	0	0
352	10	0	0

Table 12. Annual Attrition Rates for Personnel in Mental Retardation, Behavior Disability, Learning Disability, Interrelated, and Gifted: 1976 to 2001

Year	Behavior Disorder		Mental Retardation		Learning Disability		Interrelated		Gifted	
	Employed	%	Employed	%	Employed	%	Employed	%	Employed	%
1977	195	32 16.4	710	112 15.8	513	84 16.4	132	22 16.7	66	15 22.7
1978	260	52 20.0	707	118 16.7	594	94 15.8	192	35 18.2	94	14 14.9
1979	295	73 24.7	714	109 15.3	684	105 15.4	245	56 22.9	159	24 15.1
1980	336	53 15.8	675	118 17.5	768	116 15.1	317	52 16.4	209	33 15.8
1981	386	68 17.6	641	96 15.0	826	108 13.1	389	59 15.2	312	53 17.0
1982	399	52 13.0	600	71 11.8	824	80 9.7	461	59 12.8	346	39 11.3
1983	429	73 17.0	583	65 11.1	872	118 13.5	497	72 14.5	354	44 12.4
1984	445	65 14.6	572	87 15.2	867	110 12.7	513	95 18.5	382	48 12.6
1985	453	71 15.7	533	85 15.9	887	121 13.6	592	78 13.2	406	74 18.2
1986	466	68 14.6	524	59 11.3	910	84 9.2	606	73 12.0	407	35 8.6
1987	466	72 15.5	492	62 12.6	916	113 12.3	622	64 10.3	430	46 10.7
1988	451	63 14.0	460	47 10.2	875	82 9.4	654	51 7.8	423	40 9.5
1989	460	50 10.9	456	57 12.5	844	78 9.2	746	72 9.7	426	40 9.4
1990	492	58 11.8	439	31 7.1	845	61 7.2	799	55 6.9	439	35 8.0
1991	515	52 10.1	426	40 9.4	824	61 7.4	901	76 8.4	460	50 10.9
1992	481	53 11.0	375	32 8.5	762	67 8.8	1066	76 7.1	436	42 9.6
1993	471	47 10.0	351	36 10.3	679	66 9.7	1298	100 7.7	446	32 7.2
1994	370	37 10.0	255	18 7.1	498	44 8.8	1759	152 8.6	452	46 10.2
1995	346	34 9.8	239	22 9.2	464	37 8.0	1839	152 8.3	439	41 9.3
1996	382	34 8.9	238	27 11.3	455	38 8.4	2002	164 8.2	452	37 8.2
1997	374	37 9.9	245	20 8.2	428	27 6.3	2039	167 8.2	452	38 8.4
1998	380	49 12.9	291	27 9.3	399	37 9.3	2077	189 9.1	426	35 8.2
1999	377	47 12.5	299	36 12.0	408	46 11.3	2215	219 9.9	440	37 8.4
2000	365	42 11.5	291	33 11.3	398	45 11.3	2303	224 9.7	465	55 11.8
2001	334	35 10.5	283	28 9.9	402	58 14.4	2445	265 10.8	472	51 10.8
Total	9928	1317 13.3	11399	1436 12.6	16942	1880 11.1	26709	2627 9.8	9393	1004 10.7

Table 13. Annual Attrition Rates for Personnel in Early Childhood, hearing Impaired, Visually Impaired, and Severe/Multiple Disabilities: 1976 to 2001

Year	Early Childhood		Hearing Impaired		Vision Impaired		Severe/Multiple Disabilities	
	Employed	Leavers %	Employed	Leavers %	Employed	Leavers %	Employed	Leavers %
1977	0	0	49	7	17	1	31	7
1978	0	0.0	53	8	21	2	64	13
1979	0	0.0	58	13	26	5	80	26
1980	19	31.6	57	9	28	4	90	23
1981	45	33.3	67	7	27	5	86	17
1982	54	13.0	69	7	28	1	104	10
1983	66	19.7	67	11	29	3	105	11
1984	66	6.1	67	14	27	4	100	18
1985	80	26.3	65	7	28	6	104	21
1986	80	7.5	67	10	28	2	101	14
1987	106	11.3	69	13	27	1	98	13
1988	113	8.8	68	7	31	0	91	9
1989	152	10.5	81	13	32	3	99	9
1990	185	8.1	76	5	32	0	96	4
1991	223	7.6	79	10	35	3	91	10
1992	259	6.9	77	8	34		82	6
1993	298	5.7	83	11	33	2	83	8
1994	297	7.7	80	10	31	2	82	7
1995	315	10.2	77	11	36	1	75	8
1996	352	5.7	81	12	39	2	69	7
1997	379	4.7	82	8	39	1	71	2
1998	410	9.8	80	13	38	2	75	4
1999	438	7.8	71	3	40	2	75	7
2000	460	9.1	76	4	42	5	74	8
2001	470	9.6	74	11	41	2	66	7
Total	4867	8.9	1773	232	789	61	2092	269

Table 14. Annual Attrition Rates for Personnel in School Psychology, Social Work, Counselors, and Administrators: 1976 to 2001

Year	School Psychology		Social Work		Special Education Counselor		Special Education Administration	
	Employed	Leavers %	Employed	Leavers %	Employed	Leavers %	Employed	Leavers %
1977	217	22	41	6	0	0	64	4
1978	250	36	60	12	0	0	76	5
1979	262	27	71	12	0	0	77	5
1980	275	30	88	20	6	2	81	7
1981	307	38	92	14	8	0	81	9
1982	322	20	99	12	17	1	83	5
1983	345	30	97	6	19	5	89	6
1984	347	53	102	8	21	0	91	7
1985	347	48	111	10	28	4	97	4
1986	348	21	122	10	35	6	112	16
1987	354	23	118	11	34	12	107	10
1988	357	23	122	8	29	9	100	14
1989	358	20	141	8	33	8	104	11
1990	371	22	179	20	35	5	104	4
1991	393	32	197	13	40	5	111	7
1992	393	22	200	21	43	4	110	10
1993	416	26	211	18	87	23	108	8
1994	428	26	214	16	94	19	106	8
1995	432	23	210	17	102	16	104	4
1996	460	26	237	20	105	14	100	4
1997	471	24	222	13	101	17	97	6
1998	470	26	240	9	108	10	97	9
1999	495	44	272	22	118	15	95	4
2000	505	47	301	22	125	15	102	3
2001	513	43	309	37	134	22	103	13
Total	9436	752	4056	365	1322	212	2399	183
		8.0	9.0	9.0	16.0	16.0	7.6	7.6

Table 15. Annual Attrition Rates for Personnel in Speech/Language, Occupational Therapy, Physical Therapy, Occupational Therapy and Special Education Nurse: 1976 to 2001

Year	Speech/Language		Occupational Therapy		Physical Therapy		Special Education Nurse	
	Employed	Leavers %	Employed	Leavers %	Employed	Leavers %	Employed	Leavers %
1977	308	43	0	0	0	0	0	0
1978	339	50	0	0	0	0	0	0
1979	364	60	0	0	0	0	0	0
1980	367	59	17	3	17.6	9	2	3
1981	401	56	33	8	24.2	29	6	10
1982	407	42	46	8	17.4	36	10	7
1983	432	41	53	10	18.9	46	7	9
1984	451	70	59	12	20.3	45	13	10
1985	464	81	61	11	18.0	43	6	9
1986	462	30	70	9	12.9	47	5	8
1987	477	55	81	9	11.1	59	8	11
1988	478	40	85	11	12.9	77	10	12
1989	505	46	98	11	11.2	79	12	8
1990	522	40	102	11	10.8	81	13	6
1991	542	57	108	18	16.7	81	8	16
1992	551	47	109	13	11.9	84	19	139
1993	570	42	120	17	14.2	81	12	162
1994	591	51	123	16	13.0	90	13	167
1995	585	51	125	25	20.0	89	16	174
1996	622	43	148	21	14.2	103	20	203
1997	631	39	161	12	7.5	117	11	226
1998	652	62	150	13	8.7	97	9	255
1999	700	59	178	20	11.2	114	17	299
2000	744	80	202	20	9.9	118	14	323
2001	768	67	220	29	13.2	126	20	343
Total	12933	1311	2349	307	13.1	1651	251	402



Table 16. Personnel employed in 2000-01 who moved to a new district in 2001-02, listed by the employment category in 2000-01.

Category	Total Employed in 2000-01	Moved to New District in 2001-02	Percent Movers
Behavior Disorders	334	13	3.9
Early Childhood	470	17	3.6
Educational Interpreter	70	3	4.3
Gifted	472	12	2.5
Hearing Impaired	74	3	4.1
Homebound	26	1	3.8
Integration Specialist	53	1	1.9
Interrelated	2445	107	4.4
Learning Disabled	402	15	3.7
Mental Retardation	283	7	2.5
Music Therapy	15	1	6.7
Nurse	343	4	1.2
Occupational Therapy	220	7	3.2
Physical Therapy	126	4	3.2
School Psychology	513	21	4.1
Severe/Multiple Disabilities	66	3	4.5
Social Work	309	4	1.3
Special Education Administration	103	7	6.8
Speech/Language	768	26	3.4
Supervisor	61	4	6.6
Transition Services	25	1	4.0
Vocational Special Needs	78	1	1.3
Work Study	22	1	4.5
Total	7618	263	3.4

Interpretation of the first line: At the end of 2000-01 school year, 13 of the personnel employed in the Behavior Disorders category moved from one district in Kansas to another at the beginning of the 2001-02 school year. The rate (13 movers divided by the 334 personnel employed in 2000-01) was 3.9%. For the state, 263 personnel out of 7618 personnel moved, for a rate of 3.4 %.

Appendix 1. School District Numbers

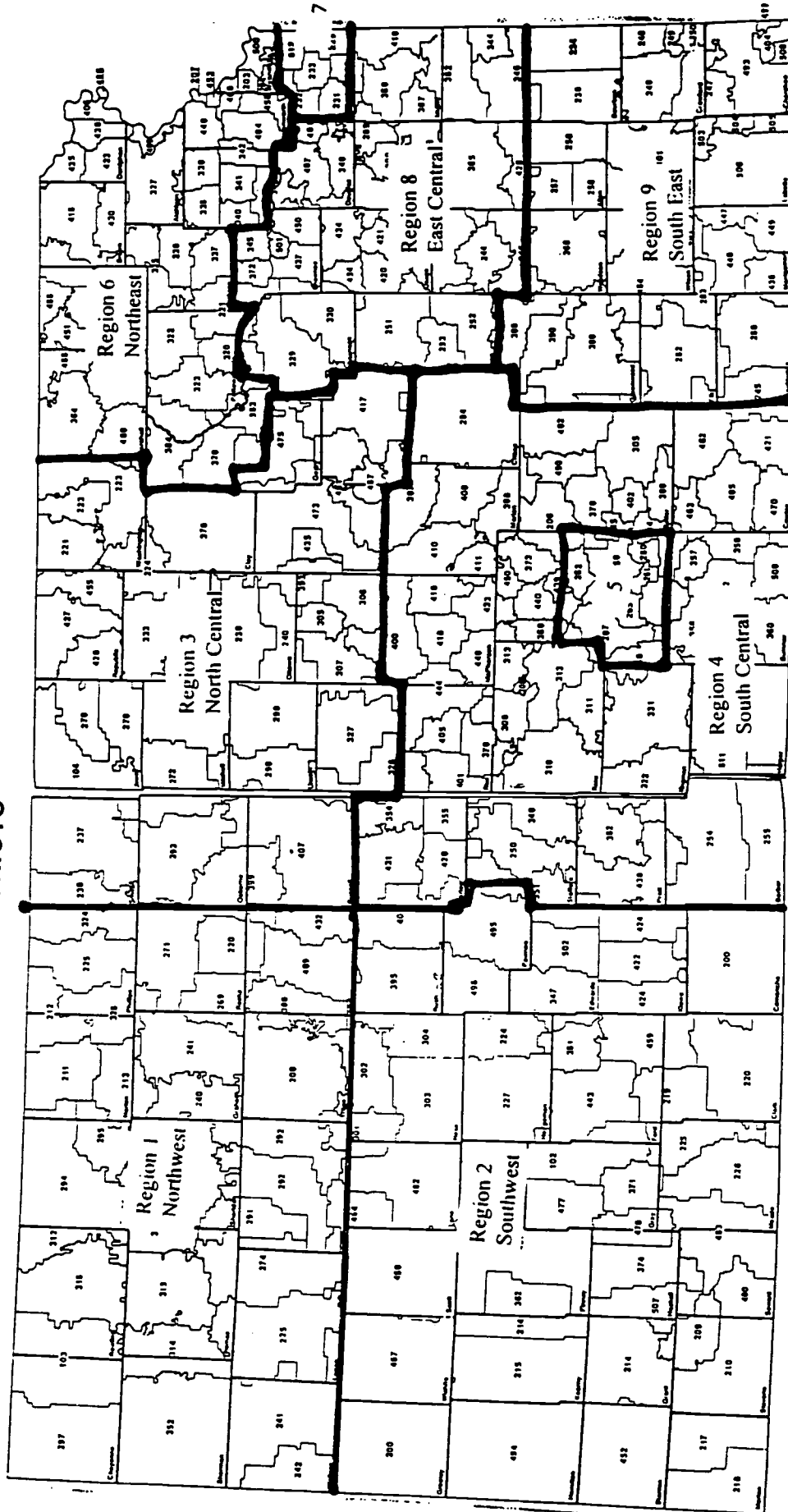
This appendix supports Tables 10 and 11. The table lists the numbers and names of the school districts (including interlocals and cooperatives) in this report. Only distirctcs employing 11 or more special education personnel a year are included.

202	Turner
229	Blue Valley
230	Spring Hill
231	Gardner-Edgerton-Antioch
232	De Soto
233	Olathe, Comprehensive Special Services Cooperative (CSSC)
234	Fort Scott
244	Burlington, Coffey County Cooperative Program for Special Services
250	Pittsburg
253	Emporia, Flint Hills Special Education Cooperative
259	Wichita
260	Derby
261	Haysville
263	Mulvane
273	Beloit, Special Education Cooperative
282	Howard, Chautauqua and Elk County Special Education Services
290	Derby
305	Salina , Central Kansas Cooperative in Education
308	Hutchison
315	Colby Public Schools
320	Wamego , Special Services Cooperative of Wamego
321	Kaw Valley
325	Phillipsburg, North Central Kansas Special Education Cooperative
330	Wabaunsee East
333	Concordia, USD, Learning Cooperative of North Central Kansas
336	Holton, Holton Special Education Cooperative
345	Seaman
352	Goodland
353	Wellington
364	Marysville, Marshall County Special Education Cooperative
368	Paola, East Central Kansas Special Education Cooperative
372	Silver Lake
373	Newton, Harvey County Special Education Cooperative
379	Clay Center, Twin Lakes Educational Cooperative
382	Pratt
383	Manhattan
389	Eureka
405	Lyons, Rice County Special Services Cooperative
407	Russell County

Appendix 1, continued

- 409 Atchison County
- 418 McPherson, McPherson County Special Education Cooperative
- 428 Great Bend, Barton County Cooperative Program of Special Services
- 437 Auburn Washburn
- 442 Nemaha Valley, Marshall-Nemaha County Educational Services
- 443 Dodge City
- 450 Shawnee Heights
- 453 Leavenworth Leavenworth County Special Education Cooperative
- 457 Garden City
- 465 Winfield , Cowley County Special Services Cooperative
- 475 Geary County
- 480 Liberal
- 489 Hays, Hays West Central Kansas Special Education Cooperative
- 490 El Dorado, Butler County School Board Council Special Education Cooperative
- 495 Larned, Tri-County Special Services Cooperative
- 497 Lawrence
- 500 Kansas City Wyandotte Comprehensive Special Education Cooperative
- 501 Topeka, Shawnee County Special Education Cooperative
- 512 Shawnee Mission
- 602 Northwest Kansas Educational Service Center
- 603 ANW Special Education Cooperative
- 605 South Central Kansas Special Education Cooperative
- 607 Tri-County Special Education Cooperative
- 608 Northeast Kansas Education Service Center
- 609 Southeast Kansas Education Service Center
- 610 Reno County Education Cooperative
- 611 High Plains Educational Cooperative District
- 613 Southwest Kansas Area Cooperative District
- 614 East Central Kansas Cooperative in Education
- 615 Brown County Kansas Special Education Cooperative
- 616 Doniphan County Education Cooperative
- 617 Marion County Special Education Cooperative
- 618 Sedgwick County Area Educational Services Interlocal Cooperative
- 619 Sumner County Educational Services Interlocal
- 620 Three Lakes Educational Cooperative
- 628 South Central Kansas Education Service Center
- 635 Prairie Hills, Mullinville

KANSAS UNIFIED SCHOOL DISTRICTS



U.S. Department of Education



Office of Educational Research
and Improvement (OERI)
National Library of Education
(NLE)

Educational Resources
Information Center (ERIC)

Reproduction Release
(Specific Document)



I. DOCUMENT IDENTIFICATION:

Title: Special Education Personnel Attrition in Kansas for the School Years of 2000-01 to 2001-02	
Author(s): Paul McKnab	
Corporate Source: Emporia State University	Publication Date: February 21, 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

<p>The sample sticker shown below will be affixed to all Level 1 documents</p>	<p>The sample sticker shown below will be affixed to all Level 2A documents</p>	<p>The sample sticker shown below will be affixed to all Level 2B documents</p>
<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY</p> <p style="text-align: center;">SAMPLE</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>	<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY</p> <p style="text-align: center;">SAMPLE</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>	<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY</p> <p style="text-align: center;">SAMPLE</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>
<p style="text-align: center;">Level 1</p>	<p style="text-align: center;">Level 2A</p>	<p style="text-align: center;">Level 2B</p>
<p style="text-align: center;">↑</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> X </div>	<p style="text-align: center;">↑</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p style="text-align: center;">↑</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<p>Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.</p>	<p>Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only</p>	<p>Check here for Level 2B release, permitting reproduction and dissemination in microfiche only</p>
<p>Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.</p>		

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

<p>Signature: <i>Paul Mcknab</i></p>	<p>Printed Name/Position/Title: Paul Mcknab, Professor</p>	
<p>Organization/Address: Emporia State University Emporia, KS 66801</p>	<p>Telephone: 620-341-5821</p>	<p>Fax: 620-341-5801</p>
<p>E-mail Address: mcknab pa@emporia.edu</p>		<p>Date: 4-15-2002</p>

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Acquisitions Coordinator ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) 1110 N. Glebe Rd. Arlington, VA 22201-5704
--