

# **Serving Exceptional Children**

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**A Report to the  
Idaho Legislature  
January 2004**

**Presented by  
Dr. Marilyn Howard  
State Superintendent of Public Instruction**



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Note: This report was prepared by the Idaho State Department of Education (SDE), Bureau of Special Education, pursuant to Idaho Code §33-1007 and was partially funded by grant number H027A030088A pursuant to the Individuals with Disabilities Education Act.

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## Introduction

This report provides information on 2002-2003 school year activities involving exceptional students. The term “exceptional students” refers to individuals with disabilities or gifts and talents who have unique needs that require specially designed instruction, administrative accommodations, or curriculum modifications in order to receive an education appropriate for their needs. School district programs for students with disabilities are provided in accordance with the federal Individuals with Disabilities Education Act (IDEA) Amendments of 1997, state law, and regulations. Programs for students who are gifted and talented are provided pursuant to Idaho Code §33-2001 and §33-2003, enacted in 1991 and amended in 1993.

The establishment of state special education performance goals in 1998-99 is playing a pivotal role in serving students with disabilities. Performance goals provide direction in five key areas:

- graduation and dropout rates
- participation in and performance on statewide assessments
- post-school outcomes
- suspension and expulsion rates
- the quality of personnel serving students with disabilities

With the establishment of performance goals and funding of a State Improvement Grant, the State Department of Education has taken critical steps to redefine priorities and to focus attention and resources on student *results*. It has also influenced changes in the focus of the Bureau’s self-assessment and monitoring process used with school districts to ensure that students with disabilities receive a free appropriate public education. This year’s report to the legislature includes a section titled “Results for Students with Disabilities,” which provides statistical data related to performance goals



## Part I: Students with Disabilities

### A. State Department of Education Accomplishments on Behalf of Students with Disabilities

- **State Improvement Planning:** The Bureau of Special Education is implementing a plan focused on improving results for students with disabilities. The improvement plan was developed in partnership with the Idaho Infant Toddler Program; the United States Department of Education, Office of Special Education Programs; and more than 70 stakeholders from throughout the state.
- **General Supervision and Enhancement Grant:** The State Department of Education, in collaboration with the Idaho Infant Toddler Program and the Division of Vocational Rehabilitation, applied for and was awarded a grant from the United States Department of Education. Completion of grant activities will result in the development and use of quality indicators of early childhood transition, secondary transition and interagency relationships. Interagency agreements have been revised. A cross-agency data system has been developed to follow trend data on how students with disabilities are served across the three agencies.
- **State Improvement Grant:** The Bureau of Special Education is in the fifth year of this five-year grant (1999-2004) from the United States Department of Education. An external evaluation of the short-term outcomes indicates that significant progress has been made toward the following goals:
  - Implementation of state and local policies and procedures that strengthen the capacity of schools to improve education results for all students.
  - Building the capacity of parents to influence reform and increase their children's educational achievements.
  - Revision of professional and paraprofessional standards, certification requirements, and personnel development programs.
  - Creation of a linked system of pre-service and in-service training to ensure parents and personnel are prepared to meet the needs of students with disabilities.
- **District Data Reports:** The Bureau prepared and provided each district with a report that included data from the past three years on performance indicators. Performance indicators include graduation and dropout rates, participation in and performance on student assessments, quality of personnel, suspension and expulsion rates, and post-school outcomes. District data reports also included the average or mean data for similar districts on each indicator, providing targets for improvement. Districts are group into "similar districts" based on resources and needs. District data reports can be located at [www.sde.state.id.us/specialed/DDR/ddranalysis.asp](http://www.sde.state.id.us/specialed/DDR/ddranalysis.asp).
- **New Monitoring System:** Using district data reports as a starting place for evaluation, the Bureau is implementing a new monitoring system to focus on improved student results while still ensuring compliance with state and federal regulations. The system emphasizes student results, district self-assessment, and continuous improvement.
- **Training and Technical Assistance:** The State Department of Education provided a wide range of special education training and technical assistance to general and special education teachers and administrators, related service providers, paraprofessionals, and parents. Training topics included

behavior issues, curriculum adaptations, assistive technology, identification of student needs through a problem-solving approach, curriculum-based assessments, instructional strategies in reading, and social skills training.



## B. Results for Students with Disabilities

The Individuals with Disabilities Education Act Amendments of 1997 require the state to establish performance goals and indicators for children with disabilities that are consistent, to the maximum extent appropriate, with goals and standards established for all other children. Every two years the state must report progress in meeting these goals to the U. S. Department of Education and the public.

In September 1998, a task force of general and special educators and State Department of Education personnel selected the following performance indicators concerning students with disabilities:

- increase the graduation rate
- decrease the dropout rate
- include all students in statewide assessments
- improve academic performance
- increase the quality of personnel
- decrease suspensions and expulsions
- improve post-school outcomes

The State Department of Education reports the results of performance goals and indicators for each school district as well as a statewide aggregate. Data from the reports is incorporated into the special education monitoring process and is increasingly used at both the state and district level to determine priorities, set policies, and allocate resources. It should be noted that although initial student expectations for post-school outcomes are reported, longitudinal data will not be available until 2005. The 2002-2003 statewide data report begins on page 5 of this document. Highlights from the report are listed below under “Accomplishments” and “Opportunities for Improvement.”

### **Accomplishments**

- Graduation rate increased by .52 percent.
- Dropout rate improved by .05 percent.
- The number of students with disabilities participating in the statewide ISAT .at grades 4, 8 and 10 ranged between 96 and 99 percent.
- Students with disabilities who participated in the Idaho Alternate Assessment comprised .43 percent of the total school enrollment.
- Participation by students with disabilities in the Idaho Reading Indicator continued to be strong.
- Over-representation of Hispanic and American Indian students in special education continues to decline.
- Identification rates for students with disabilities are remaining lower than the national average.

- Students with disabilities in Idaho schools are far more likely to be served in less restrictive settings than is typical across the nation.
- A longitudinal study concerning post-school outcomes continued to track the success of special education students after high school completion. A survey of students who graduated in the Class of 2000 indicated that, after three years, 65.2 percent are working either full or part time; 11.6 percent are enrolled in post secondary education programs; 3.8 percent are in the military; and 18.4 percent are not working or continuing their education. (The total is greater than 100 percent because multiple selections are allowed.)

### **Opportunities for Improvement**

- Increase the academic performance of students with disabilities on the statewide assessments at all grade levels.
- Decrease the shortage of special education personnel.
- Decrease over-representation of American Indian and Hispanic students in special education programs.
- Decrease the percentage of students with disabilities not working or not enrolled in an educational program following graduation.

**Table 1: 2002-2003 Idaho Statewide  
Special Education Data Report**

<b>Performance Indicator</b>	<b>1999-2000 District Average</b>	<b>2000-2001 District Average</b>	<b>2001-2002 District Average</b>
<b>Graduation Rate *</b>	Met Reg. Rqmnt : 51.26% Total : 71.82%	Met Reg. Rqmnt : 54.44% Total : 74.52%	Met Reg. Rqmnt : 59.57% Total : 75.04%
<b>DropOut Rate</b>	5.11%	4.91%	4.86%
<b>Performance Indicator</b>	<b>2000-2001 District Average</b>	<b>2001-2002 District Average</b>	<b>2002-2003 District Average</b>
<b>Participation in ISAT - Reading</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>
	4 --	4 --	4 99%
	8 --	8 --	8 98%
	10 --	10 --	10 97%
<b>Academic Performance on ISAT - Reading</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>
	4 --	4 --	4 34%
	8 --	8 --	8 26%
	10 --	10 --	10 23%
<b>Participation in ISAT - Language</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>
	4 --	4 --	4 97%
	8 --	8 --	8 97%
	10 --	10 --	10 96%
<b>Academic Performance on ISAT - Language</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>
	4 --	4 --	4 44%
	8 --	8 --	8 20%
	10 --	10 --	10 19%
<b>Participation in ISAT - Math</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>
	4 --	4 --	4 99%
	8 --	8 --	8 99%
	10 --	10 --	10 97%
<b>Academic Performance on ISAT - Math</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>	<b>Grade ISAT</b>
	4 --	4 --	4 43%
	8 --	8 --	8 10%
	10 --	10 --	10 19%
<b>Participation on DWA</b>	<b>Grade DWA</b>	<b>Grade DWA</b>	<b>Grade DWA</b>
	4 67%	4 73%	4 --
	5 --	5 --	5 18%
	8 72%	8 82%	8 --
	9 --	9 --	9 19%
	11 49%	11 61%	11 --

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<b>Performance Indicator</b>	<b>2000-2001 District Average</b>				<b>2001-2002 District Average</b>				<b>2002-2003 District Average</b>			
<b>Performance on DWA At or Above Proficiency</b>	<b>Grade</b>	<b>DWA</b>			<b>Grade</b>	<b>DWA</b>			<b>Grade</b>	<b>DWA</b>		
	<b>4</b>	10%			<b>4</b>	19%			<b>4</b>	--		
	<b>5</b>	--			<b>5</b>	--			<b>5</b>	9%		
	<b>8</b>	10%			<b>8</b>	13%			<b>8</b>	--		
	<b>9</b>	--			<b>9</b>	--			<b>9</b>	5%		
	<b>11</b>	20%			<b>11</b>	32%			<b>11</b>	--		
<b>Participation in DMA</b>	<b>Grade</b>	<b>DMA</b>			<b>Grade</b>	<b>DMA</b>			<b>Grade</b>	<b>DMA</b>		
	<b>4</b>	67%			<b>4</b>	75%			<b>4</b>	71%		
	<b>6</b>	--			<b>6</b>	--			<b>6</b>	18%		
	<b>8</b>	68%			<b>8</b>	81%			<b>8</b>	75%		
<b>Performance on DMA At or Above Proficiency</b>	<b>Grade</b>	<b>DMA</b>			<b>Grade</b>	<b>DMA</b>			<b>Grade</b>	<b>DMA</b>		
	<b>4</b>	26%			<b>4</b>	17%			<b>4</b>	23%		
	<b>6</b>	--			<b>6</b>	--			<b>6</b>	4%		
	<b>8</b>	4%			<b>8</b>	7%			<b>8</b>	3%		
<b>Participation in IRI</b>	<b>Grade</b>	<b>% Part.</b>			<b>Grade</b>	<b>% Part.</b>			<b>Grade</b>	<b>% Part.</b>		
	<b>K</b>	56%			<b>K</b>	70%			<b>K</b>	78%		
	<b>1</b>	71%			<b>1</b>	69%			<b>1</b>	77%		
	<b>2</b>	82%			<b>2</b>	78%			<b>2</b>	80%		
	<b>3</b>	82%			<b>3</b>	77%			<b>3</b>	81%		
<b>Academic Performance on IRI</b>	<b>Grade</b>	<b>At</b>	<b>Near</b>	<b>Below</b>	<b>Grade</b>	<b>At</b>	<b>Near</b>	<b>Below</b>	<b>Grade</b>	<b>At</b>	<b>Near</b>	<b>Below</b>
	<b>K</b>	16%	28%	56%	<b>K</b>	21%	30%	49%	<b>K</b>	25%	34%	42%
	<b>1</b>	23%	39%	38%	<b>1</b>	31%	40%	29%	<b>1</b>	39%	36%	25%
	<b>2</b>	11%	19%	70%	<b>2</b>	16%	23%	61%	<b>2</b>	19%	23%	58%
	<b>3</b>	9%	11%	80%	<b>3</b>	14%	14%	72%	<b>3</b>	17%	14%	69%
<b>Participation in Idaho Alternate Assessment (IAA) - Reading</b>	N.A.				N.A.				0.43% of Total Enrollment			
<b>Academic Performance in IAA - Reading</b>	N.A.				N.A.				At or Above Proficient 62.22%			
<b>Participation in Idaho Alternate Assessment (IAA) - Language</b>	N.A.				N.A.				0.38% of Total Enrollment			
<b>Academic Performance in IAA - Language</b>	N.A.				N.A.				At or Above Proficient 60.4%			
<b>Participation in Idaho Alternate Assessment (IAA) - Math</b>	N.A.				N.A.				0.38% of Total Enrollment			

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Performance Indicator	2000-2001 District Average	2001-2002 District Average	2002-2003 District Average																																																																																																												
Academic Performance in IAA - Math	N.A.	N.A.	At or Above Proficient 54.55%																																																																																																												
<b>Disproportionality Identification for Special Education Services</b>	Asians 159 Under Blacks OK Hispanics 317 Over Nat Am 234 Over Whites 375 Under	Asians 190 Under Blacks 10 Over Hispanics 288 Over Nat Am 224 Over Whites 274 Under	Asians 169 Under Blacks OK Hispanics 189 Over Nat Am 190 Over Whites 176 Under																																																																																																												
<b>Disproportionality Identification of Specific Disabilities</b>	<table border="1"> <thead> <tr> <th></th> <th>LD</th> <th>COG</th> <th>LANG</th> <th>ED</th> <th>DD</th> </tr> </thead> <tbody> <tr> <td>Asians</td> <td>-98</td> <td>-6</td> <td>-2</td> <td>-5</td> <td>-17</td> </tr> <tr> <td>Blacks</td> <td>OK</td> <td>OK</td> <td>+7</td> <td>+1</td> <td>+13</td> </tr> <tr> <td>Hispanics</td> <td>+138</td> <td>+96</td> <td>+196</td> <td>-43</td> <td>+177</td> </tr> <tr> <td>Nat Am</td> <td>+187</td> <td>+12</td> <td>OK</td> <td>+5</td> <td>+9</td> </tr> <tr> <td>White</td> <td>-214</td> <td>-101</td> <td>-206</td> <td>+36</td> <td>-187</td> </tr> </tbody> </table>		LD	COG	LANG	ED	DD	Asians	-98	-6	-2	-5	-17	Blacks	OK	OK	+7	+1	+13	Hispanics	+138	+96	+196	-43	+177	Nat Am	+187	+12	OK	+5	+9	White	-214	-101	-206	+36	-187	<table border="1"> <thead> <tr> <th></th> <th>LD</th> <th>COG</th> <th>LANG</th> <th>ED</th> <th>DD</th> </tr> </thead> <tbody> <tr> <td>Asians</td> <td>-116</td> <td>-3</td> <td>-1</td> <td>-6</td> <td>-22</td> </tr> <tr> <td>Blacks</td> <td>OK</td> <td>OK</td> <td>+2</td> <td>+1</td> <td>+11</td> </tr> <tr> <td>Hispanics</td> <td>+134</td> <td>+89</td> <td>+191</td> <td>-50</td> <td>+146</td> </tr> <tr> <td>Nat Am</td> <td>+191</td> <td>+5</td> <td>OK</td> <td>OK</td> <td>+16</td> </tr> <tr> <td>White</td> <td>-208</td> <td>-93</td> <td>-191</td> <td>+50</td> <td>-156</td> </tr> </tbody> </table>		LD	COG	LANG	ED	DD	Asians	-116	-3	-1	-6	-22	Blacks	OK	OK	+2	+1	+11	Hispanics	+134	+89	+191	-50	+146	Nat Am	+191	+5	OK	OK	+16	White	-208	-93	-191	+50	-156	<table border="1"> <thead> <tr> <th></th> <th>LD</th> <th>COG</th> <th>LANG</th> <th>ED</th> <th>DD</th> </tr> </thead> <tbody> <tr> <td>Asians</td> <td>-98</td> <td>-5</td> <td>OK</td> <td>-8</td> <td>-16</td> </tr> <tr> <td>Blacks</td> <td>OK</td> <td>OK</td> <td>OK</td> <td>OK</td> <td>+8</td> </tr> <tr> <td>Hispanics</td> <td>+99</td> <td>+65</td> <td>+219</td> <td>-64</td> <td>+112</td> </tr> <tr> <td>Nat Am</td> <td>+175</td> <td>+4</td> <td>OK</td> <td>+2</td> <td>+10</td> </tr> <tr> <td>White</td> <td>-171</td> <td>-67</td> <td>-214</td> <td>+65</td> <td>-121</td> </tr> </tbody> </table>		LD	COG	LANG	ED	DD	Asians	-98	-5	OK	-8	-16	Blacks	OK	OK	OK	OK	+8	Hispanics	+99	+65	+219	-64	+112	Nat Am	+175	+4	OK	+2	+10	White	-171	-67	-214	+65	-121
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<b>LRE Ages 3-5</b>	PreK-NS <sup>1</sup> 18.07% PreK-Sep <sup>2</sup> 44.69%	PreK-NS <sup>1</sup> 17.09% PreK-Sep <sup>2</sup> 46.53%	PreK-NS <sup>1</sup> 30.53% PreK-Sep <sup>2</sup> 51.08%																																																																																																												
<b>LRE Ages 6-21</b>	RC-80 <sup>3</sup> 65.51% RC-40 to 79 <sup>4</sup> 25.7% RC-40 <sup>5</sup> 8.79%	RC-80 <sup>3</sup> 65.33% RC-40 to 79 <sup>4</sup> 25.96% RC-40 <sup>5</sup> 8.68%	RC-80 <sup>3</sup> 62.38% RC-40 to 79 <sup>4</sup> 28.48% RC-40 <sup>5</sup> 9.14%																																																																																																												
<b>Certified Staff</b>	Fully Certified Staff 93.47%	Fully Certified Staff 91.69%	Fully Certified Staff 88.15%																																																																																																												

LD - Learning Disability; COG - Cognitive Impairment; LANG - Language Impairment; ED - Emotional Disturbance; DD - Developmental Delay

RC - Regular Class; RR - Resource Room; SC - Self Contained; SS - Separate School

\* Based only on Seniors. NCLB formula will be used next year

<sup>1</sup> PreK-NS = Kindergarten, Early Childhood or Home Setting

<sup>2</sup> PreK-Sep = Early Childhood Special education, Separate School and residential facility

<sup>3</sup> RC-80 = Regular Class greater than 80% of School days

<sup>4</sup> RC-40 to 79 = Regular Class between 40% and 79% of School days

<sup>5</sup> RC-40 = Regular Class less than 40% of School days

## Qualified Personnel

School districts that are unable to fill vacancies with certified educators must seek approval from the State Department of Education to hire candidates who do not meet the state's standards. Candidates who do not meet the standards for special education and related services positions are being hired under letters of authorization (LOAs) or as consultant specialists. Thirty percent of all the individuals hired under LOAs and as consultant specialists are hired to fill special education vacancies. School administrators report that it is significantly more difficult to *retain* special education teachers than it is to recruit and hire them.

Table 2  
Special Education Personnel Shortages in 2002-2003

<b>Position</b>	<b>Number of Personnel Employed with Letters of Authorization</b>	<b>Number of Personnel Employed as Consultant Specialists</b>
Special Education Teacher	53	53
Early Childhood Special Education Teacher	5	17
Speech/Language Pathologist	4	9
School Psychologist	3	2
Director of Special Education	0	0
Social Worker	0	0
<b>TOTAL for Special Education</b>	<b>65</b>	<b>81</b>
<b>TOTAL for Special <u>and</u> General Education</b>	<b>107</b>	<b>313</b>

The type and number of special education personnel employed by Idaho school districts in 2002-2003 are listed in table 3 below. Table 3 shows that school districts rely heavily on support and assistance from paraprofessionals.

Table 3  
Special Education Personnel in Idaho School Districts in 2002-2003

	<b>Full-Time Equivalents Employed</b>	<b>Actual Number Employed</b>
Early Childhood Special Education Teachers	111.63	117.63
Elementary Special Education Teachers	570.69	570.69
Secondary Special Education Teachers	404.33	404.33
Other Teachers	125.05	176.05
<b>Total Special Education Teachers</b>	<b>1211.70</b>	<b>1268.70</b>
Speech/Language Therapists	199.82	206.82
School Psychologists	134.66	133.66
Psychological Examiners	5.69	5.69
Special Education Administrators (Directors, Supervisors and Coordinators)	29.30	31.30
Occupational Therapists	19.11	19.11
Physical Therapists	7.93	7.93
School Social Workers	55.14	55.14
Rehabilitation Counselors**	9.00	9.00
Audiologists	6.20	6.20
Other Professionals	16.37	16.37
<b>Total Related Service Providers</b>	<b>483.22</b>	<b>491.22</b>
<b>Total Certificated Personnel</b>	<b>1694.92</b>	<b>1759.92</b>
Instructional Assistants	2082.30	2082.30
Interpreters	55.65	55.65
<b>Total Noncertificated Personnel</b>	<b>2137.95</b>	<b>2137.85</b>
<b>Total Certificated and Noncertificated Personnel</b>	<b>3832.87</b>	<b>3897.87</b>

\* Other Teachers includes teachers of the visually impaired, consulting teachers, etc.

\*\* Other Professionals includes physical education teachers, work study coordinators, etc.

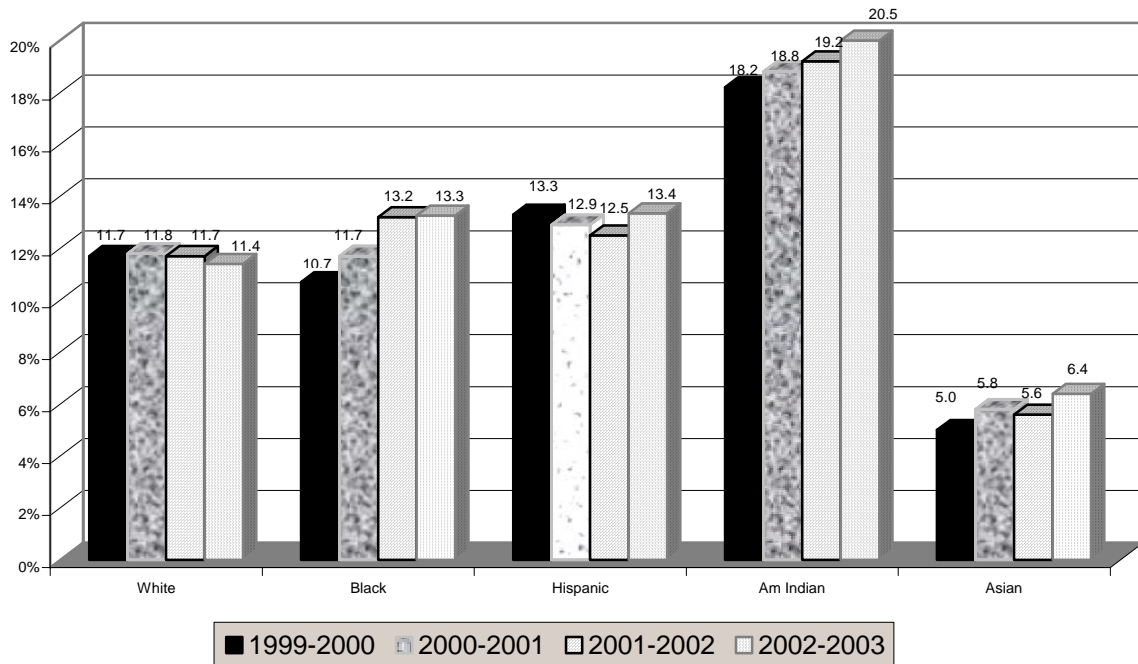
### Over-Representation of Minorities in Special Education

Federal law prohibits discrimination based on race. Fair treatment includes the use of valid and unbiased procedures to determine eligibility for special education and placement in the least restrictive environment. Over-representation of minorities in special education is an indication that these procedures are not being carried out in an unbiased manner.

Idaho has chosen to use the “equity formula,” or E-formula, established by the Ninth U.S. Circuit Court of Appeals, to determine if significant over-representation based on race exists in special education. The E-formula is based on the overall ethnic composition of the state and allows for a standard error of measurement that results in an expected range. Data for 2002-2003 indicates that both Hispanic and American Indian students in Idaho continued to be identified for special education services at a higher-than-expected rate. Table 1 beginning on page 5 lists three areas of “Over-Representation of Race” and the degree of over- or under identification based on the E-formula.

Figure 1 below compares the percentage of students identified for special education services by race for the past four years.

**Fig. 1. Special Education Students by Race**  
(Percentage of Idaho Public School Enrollment)



### Long-Term Suspensions and Expulsions

During the 2002-2003 school year, 64 students with disabilities were suspended for more than ten school days or expelled. This was 0.22 percent of the entire population of students with disabilities. This reflects the fact that several districts have implemented improved practices to better meet students needs.



A comparison of suspension and expulsion rates for students with disabilities and students without disabilities is being hampered by separate and different reporting systems. Different collection requirements in the Individuals with Disabilities Education Act (IDEA) and the Safe and Drug Free Schools Act contribute significantly to this problem. Efforts are underway to unify the manner in which data is collected to allow for meaningful comparisons.

### Post-School Outcomes

The State Department of Education uses an independent contractor to collect post-school outcome data by means of a survey. The purpose of the survey is to determine the level of post-school success experienced by former students with disabilities. Specifically, this project tracks for five years former students with disabilities who have completed regular graduation requirements or Individualized Education Program graduation requirements. Individuals receive a letter from the State Department of Education annually, accompanied by a short survey at the end of the first, third, and fifth years. Table 4 lists post-school outcomes for graduates with disabilities for a three-year period for the class of 2000

Table 4  
Postsecondary Education and Employment Class of 2000

<b>Survey Question:</b>	<b>At Graduation</b>	<b>1 year</b>	<b>3 year</b>
<b>Are you...</b>	<i>(Anticipated Status)</i>	<i>(Actual Status)</i>	<i>(Actual Status)</i>
Working full time?	34.8%	42.8%	45%
Working part time?	13.7%	19.8%	20.2%
Military?	6.9%	3.6%	3.8%
4-year college?	17.8%	8.9%	6.4%
2-year college?	17.5%	5.1%	2.3%
Voc/Tech School?	21.9%	4.4%	2.9%
Parenting?	-	4.8%	8.2%
Not working or going to school?	-	19.6%	18.4%

## C. School District Programs and Services for Students with Disabilities

### Students with Disabilities Served

Special education services were provided to students who met established eligibility criteria for one or more of 14 categories of disabilities. In 2002-2003, public schools served 29,064 students with disabilities, a decrease of 43 students from the prior year. Idaho's identification rate of students with disabilities continues to be lower than the national average. Table 5 lists the number of students with disabilities served by districts and agencies during the last school year. Table 6 lists the number of students served in each disability category.

Table 5  
Agencies Serving Students with Disabilities in 2002-2003

Agency	Number of Students
Idaho Public Schools	28,779
Idaho School for the Deaf and the Blind	87
Idaho Department of Juvenile Corrections	113
Idaho Department of Correction	(all incarcerated in adult prisons) 41
Idaho Department of Health and Welfare	(all preschoolers) 0
Federally Funded Head Start Programs	(all 4-year-olds) 44
Total	29,064

Table 6  
Number of Students with Disabilities Served in Each Disability Category

	1998-99	1999-2000	2000-01	2001-02	2002-03
Autism	229	293	318	393	525
Deafness	105	106	100	93	83
Deaf-Blindness	16	15	15	16	15
Developmental Delay*	2,730	3,208	3,511	3,615	3,566
Emotional Disturbance	664	753	819	935	1,062
Hearing Impairment	218	211	223	233	222
Mental Retardation*	2,426	2,133	1,945	1,868	1,806
Multiple Disability	511	526	538	525	504
Other Health Impairment	970	1,155	1,236	1,365	1,507
Orthopedic Impairment	162	147	130	137	136
Specific Learning Disability	14,216	14,949	14,614	13,988	13,588
Speech/Language Impairment	4,955	5,256	5,414	5,648	5,776
Traumatic Brain Injury	146	160	159	167	160
Visual Impairment	121	156	128	124	114
Total	27,469	29,068	29,150	29,107	29,064

\*Prior to the 1998-99 school year, the developmental delay category included only children 3-5 years of age. Beginning in 1998-99, the developmental delay category applied to children 3-9 years of age. It is likely that some students previously identified under the mental retardation category are now being identified under the developmental delay category.

## **Related Services**

In 2002-2003, districts provided an assortment of related services to students with disabilities. Regulations under the Individuals with Disabilities Education Act define related services as follows:

Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services, and parent counseling and training.

The related services in highest demand were speech/language therapy services, followed by transportation, occupational therapy, physical therapy, one-on-one aide for mainstreaming, counseling, adaptive P.E., family support services, assistive technology, and vocational services.

**Placement in the Least Restrictive Environment**

Federal law and regulations require that students with disabilities be educated in learning environments with their peers who do not have disabilities unless their needs cannot be met in those settings. Educational settings may include general education classrooms with supplementary assistance, special education resource rooms, separate classrooms, separate schools and facilities, or residential or homebound settings. Determination of the appropriate educational placement is made for each student with a disability by a team of individuals. Participants on the team include school personnel, parents, the student (when appropriate), and other agency representatives when collaborative service planning is indicated. Figure 2 below shows the percentage of students with disabilities ages 6-21 who received services in the general education classroom with their nondisabled peers.

**Fig. 2. Percentage of Students with Disabilities Ages 6-21 Educated in the General Education Classroom**

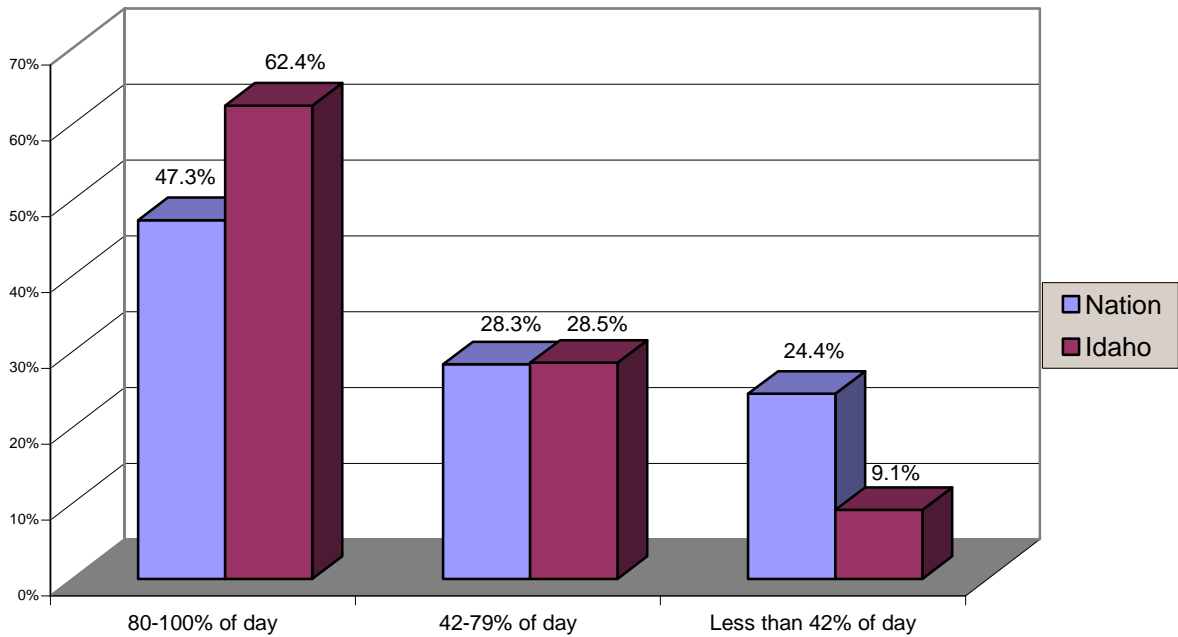
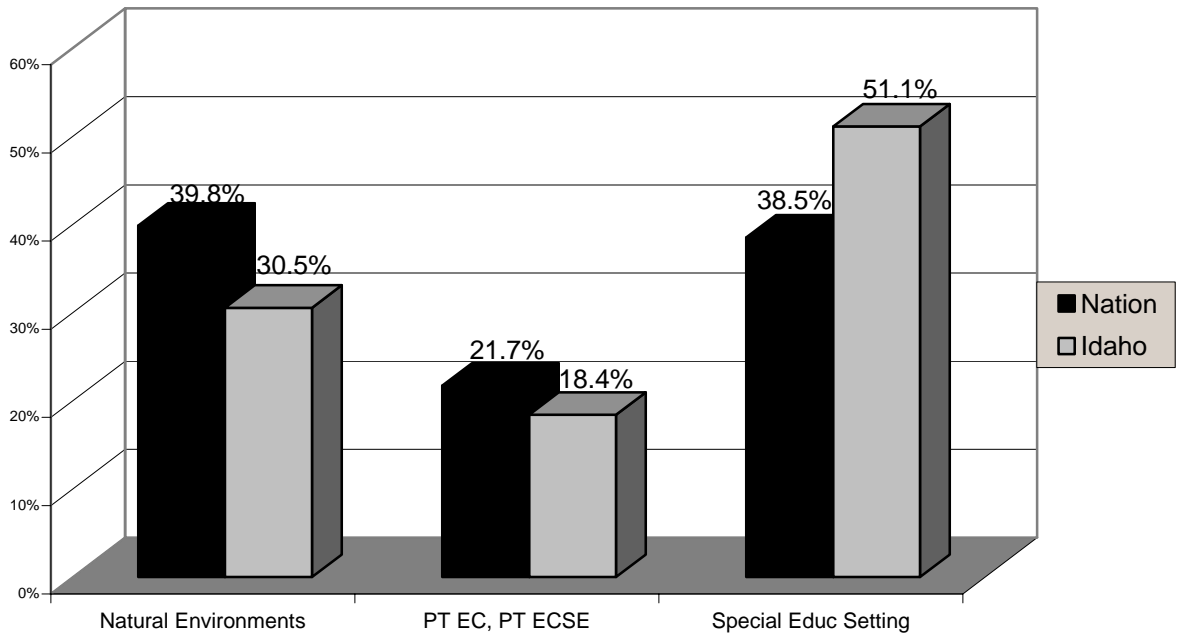


Figure 3 shows the percentage of students with disabilities ages 3-5 who are in natural environments (home, day care or kindergarten); part time early childhood or part time early childhood special education settings; and special education settings.

**Fig. 3. Educational Environments for Students with Disabilities  
Ages 3-5**



### D. Resolving Special Education Disputes

Idaho continued to meet its obligation to resolve disputes regarding special education in 2002-2003. Compared to 2001-2002, requests for due process hearings went up by two, and the number of hearings held remained the same. During this same period, the number of mediations decreased by three. Mediation is less adversarial and less costly than a due process hearing and typically results in a written agreement. Formal complaints to the State Department of Education decreased by two.

Table 7  
Number of Special Education Disputes

	1998-99	1999-2000	2000-01	2001-02	2002-03
<b>Requests for Due Process Hearing</b>	17	13	11	11	13
Hearings held	8	4	2	4	4
Request for hearing withdrawn, dismissed by hearing officer, or resolved through mediation	9	9	9	7	9
<b>Mediations Conducted</b>	5	14	14	13	10
Mediations resulting in written agreement	5	11	11	11	9
<b>Formal Complaints Resolved by SDE</b>	14	22	19	18	16

### E. Special Education Funding

Idaho school districts expended \$152,389,194 for special education services during 2002-2003. Approximately 66 percent of that amount came from state sources, 12 percent from local sources, and 22 percent from federal sources.

#### State and Local Special Education Funds

State and local fund expenditures for 2002-2003 totaled \$118,897,481. Expenditures over the past several years have increased steadily, as figure 4 indicates.

Based on the special education funding formula, state funds disbursed to Idaho school districts during 2002-2003 are estimated at \$76,462,845. This total includes the state share of staff allocation and unit funding, which equaled approximately \$68,119,415 and the state portion of equalization, which is estimated at \$5,889,196. It also includes special distributions of \$163,056 in district-to-agency contract funding, \$1,054,967 in special education tuition equivalency funds, and an emotional disabilities allotment of \$1,236,212. Local property taxes available for special education programs approximated \$17,667,593 in 2002-2003.

The funding formula for special education is defined in Idaho Code and Administrative Rules of the State Board of Education. Appendix A beginning on page 29 reports special education revenue and expenditures from state and local sources for each school district for 2002-2003.

#### Federal Special Education Funds

The purpose of the Individuals with Disabilities Education Act (IDEA) is to ensure a free appropriate public education for all children with disabilities. Two separate federal grants are authorized under Title VI-B of the IDEA: the School Age grant for children ages 3-21 and the Preschool grant for children ages 3-5. All states receive Title VI-B grants based on a federal formula. Table 8 on page 18 lists the amount of Title VI-B grants to Idaho, the portion districts received (flow-through), and the portion available for state use.

Appendix B beginning on page 34 details each school district's flow-through award for 2002-2003 School Age and Preschool Title VI-B grants.

Most school districts use the majority of flow-through funds for special education staff salaries and benefits and related services contracts. Districts may also use flow-through funds for supplies, materials, and training. The state is allowed to use a maximum of 2 percent of each grant to support administrative activities, including grant administration, monitoring, complaint investigations, and due process hearing

Fig. 4. State and Local Fund Expenditures for Special Education (in millions)

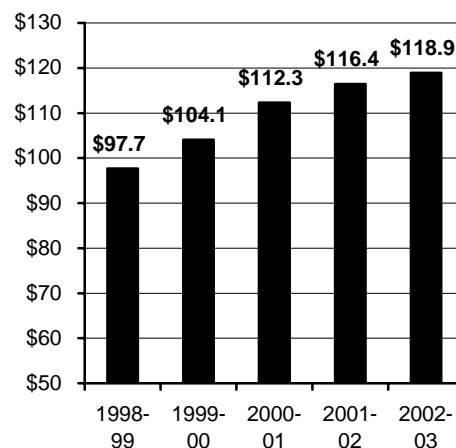
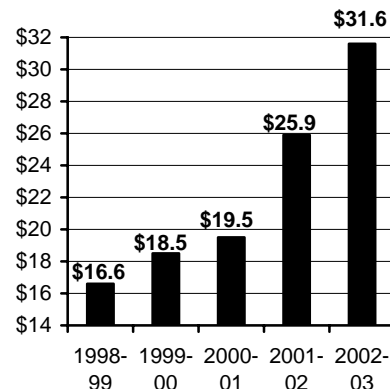


Fig. 5. School Age Federal Flow-Through Allocations to Districts (in millions)



management. After paying administrative and flow-through costs, the state may use any remaining portion of the Title VI-B grants for other direct and support services to students with disabilities. In Idaho, the majority of these funds are allocated to statewide training and support to school districts. A smaller amount is used to respond to emergency funding requests from school districts.

Table 8  
Federal Grants for Special Education in 2002-2003

	<b>Grant Amount</b>	<b>District Use (Flow-Through)</b>	<b>State Use</b>
<b>School Age Grant</b>	\$34,533,972	\$31,607,292 (92 percent of grant)	\$2,926,680
<b>Preschool Grant</b>	\$2,233,491	\$2,233,491 (100 percent of grant)	0
Total	\$36,767,463	\$33,840,783	\$2,926,680

### Medicaid Funds

The number of districts billing Medicaid and amount of reimbursements paid to school districts by Medicaid is increasing steadily.

Table 9  
School-Based Medicaid Activity per Calendar Year

	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Medicaid Reimbursement to School Districts</b>	\$916,281	\$1,954,837	\$2,791,197	\$3,900,814	\$4,429,443 Approximate
<b>Number of Districts Actively Billing Medicaid</b>	15	46	48	49	72



## F. Unmet Needs of Students with Disabilities

### **Funding for Least Restrictive Environment Training and Personnel**

According to federal laws and regulations, students with disabilities must be educated in the least restrictive environment possible. Case law continues to make it clear that the least restrictive environment in most situations is the general education classroom. Further, parents are often strong advocates of placing their child in the general education classroom. In 2002-2003, 62.4 percent of students with disabilities in Idaho spent most of the school day in the general education classroom. However, general education teachers often feel ill-prepared or that they lack the time to deal with the special needs of students with disabilities.

In each of the 1997-2003 sessions, the legislature appropriated \$1 million to help school districts meet the needs of students with disabilities in the general education classroom. Specifically, the legislature's intent was to provide money for the following:

- training general education teachers to meet the needs of students with disabilities who are included in their classrooms
- hiring and training paraprofessionals to assist general education teachers in meeting the needs of students with disabilities
- employing substitute teachers to allow general education teachers time to attend meetings, contact parents, and collaborate with special education staff

In 2002-2003 alone, money appropriated by the legislature for personnel and training related to the issue of least restrictive environment (LRE) enabled school districts to (1) train 755 general education teachers; (2) employ 138 paraprofessionals; (3) train 635 paraprofessionals; and (4) pay for 1,087 substitute teacher days. Appendix C beginning on page 38 summarizes LRE training and personnel expenditures by district.

Continued funding is needed to help school districts assist students with disabilities in the general education classroom.

### **Funding Related to Students with Emotional Disturbance**

Idaho continues to under identify and under serve students with emotional disabilities. Only .42 percent (1,062 students) of 252,037 public school students were on individualized education programs for emotional disturbance in 2002-2003. In contrast, the national average for identifying students with emotional disturbance is a conservative .74 percent of the public school population. If the national rate were applied, Idaho would be serving 1,865 students under the category of emotional disturbance.

The State Department of Education has joined with the Department of Health and Welfare, the Department of Juvenile Corrections, the Governor's office, and others to develop a plan to better address the needs of this underserved population of children. State, regional and local councils are being formed to address this need at all levels.

### **Results of the Office of Special Education Programs (OSEP) Continuous Monitoring Process**

The Bureau of Special Education, in partnership with the Idaho Infant Toddler Program, OSEP, and other stakeholders, completed an improvement plan focused on improved results for students with disabilities. The long-range plan addresses priorities with respect to the following goals:

1. Idaho includes stakeholders in the decision-making process at all levels (individual, building, district, and state) to ensure improved outcomes for students with disabilities and students who are gifted and talented.
2. Personnel in Idaho are trained to ensure that all students with disabilities and students who are gifted and talented at all age levels receive appropriate services in the least restrictive environments.
3. Student outcomes improve as a result of Bureau of Special Education leadership and effective general supervision of special education and gifted and talented services in Idaho.

The Bureau of Special Education and partners are implementing activities, timelines and performance measures for each goal as part of the plan. Progress reports have been given at least annually to OSEP and stakeholders throughout the implementation of the plan.

## **Part II: Gifted and Talented Students**

### **A. State Department of Education Accomplishments on Behalf of Gifted and Talented Students**

- **External Study:** The 2001 Idaho Legislature allocated \$100,000 for an external study focusing on the Gifted and Talented Mandate. Following a Request for Proposal, a contract was awarded to the College of William and Mary to conduct a statewide evaluation of gifted programs. The statewide evaluation addressed questions related to (1) the impact of the Gifted and Talented Training Grant on students and teachers, (2) similarities and differences concerning implementation of the Gifted and Talented Mandate in rural and urban school districts, and (3) barriers that prevent districts from fully implementing the Gifted and Talented Mandate. The study resulted in 13 recommendations in 7 areas of need that will be used to plan the direction the State Department of Education will take concerning the Gifted and Talented Grant and Mandate.
- **Gifted and Talented Plans:** The 2001 Idaho Legislature approved rules and regulations for gifted and talented programs. The purpose of the rules and regulations is to increase uniformity and provide direction for gifted and talented programs statewide. The rules and regulations required each district to compose and submit a gifted and talented plan no later than October 15, 2001. Plans have been submitted and approved for all but one district.
- **Training and Technical Assistance:** The State Department of Education provided training and technical assistance to school personnel to help districts meet Idaho's Gifted and Talented Mandate. This included hosting Vertical Team workshops and presenting workshops on advanced placement and building success.

## B. Gifted and Talented Students Served

Idaho's gifted and talented mandate requires school districts to identify and serve gifted and talented students ages 5 through 18 who qualify in one or more of the following talent areas: intellectual, specific academic, leadership, creativity and visual/performing arts. Each year on December 1, school districts report the number of students who qualify for and receive services in gifted and talented programs. During the 2002-2003 school year 10,264 Idaho students, or 4.4 percent of all students, were identified as gifted and/or talented. Twenty-two districts reported "0" on the December 1 child count. Appendix D beginning on page 41 lists the numbers of gifted and talented students identified and served by each school district. Table 10 illustrates how many students in the state were served in each of the five talent areas.

Table 10  
Gifted and Talented Students Identified and Served by Talent Area

<b>Talent Areas</b>	<b>Number of Students</b>
Academic	7,775
Intellectual	3,999
Leadership	402
Visual/Performing Arts	706
Creativity	1,101
Total	13,983

## C. Gifted and Talented Funding

During the 2002-2003 school year, school districts received no federal funding for gifted and talented programs. The only dedicated source of state funding that districts received was from the Gifted and Talented Training Grant, which totaled \$500,000. Districts used the grant to train gifted and talented facilitators, general education teachers, and parents. Activities included on-site workshops, conferences, courses, and presentations.

The main source for funding gifted and talented programs in 2002-2003 was each district's maintenance and operations budget. Programming and teacher salaries in gifted and talented programs typically made up the bulk of the expenditures.

State and local expenditures for gifted and talented programs for all school districts totaled \$5,463,212 in 2002-2003. Appendix D lists program expenditures by district. As indicated, 19 districts did not expend training grant funds for gifted and talented programs or staff.

## D. Unmet Needs of Gifted and Talented Students

### External Study

The 2001 Legislature allocated \$100,000 for an external study focusing on the Gifted and Talented Mandate. Following a Request for Proposal, a contract was awarded to the College of William and Mary to conduct a statewide evaluation of gifted programs.

To assess the direction the State Department of Education should take concerning the Gifted and Talented Grant and Mandate, the statewide evaluation addressed the following questions:

1. What impact has the Gifted and Talented Training Grant had on students and teachers concerning the implementation of the Gifted and Talented Mandate?
2. What are the similarities and differences concerning implementation of the Gifted and Talented Mandate in rural and urban school districts?
3. What barriers prevent districts from fully implementing the Gifted and Talented Mandate, and what ideas are presented for eliminating these barriers?

The study resulted in 13 recommendations in 7 areas of need. These recommendations are listed below:

### Policy Recommendations

- Develop state policies and procedures regarding acceleration, pacing, and continuous progress across the K-12 spectrum as they would affect gifted program implementation at the local level. Since these approaches to serving the gifted are very well documented in the research literature and in the National Association of Gifted Children (NAGC) standards, more attention to their effective implementation needs to occur.
- Develop statewide counseling and guidance policies and procedures for all gifted learners at elementary, middle, and high school levels. Lack of evidence for a comprehensive model for addressing the affective and future planning needs of the gifted suggests a deficit in local program design. Using the NAGC standards on counseling and guidance as a basis, Idaho should develop a strong program dimension in this area.

### Curriculum Recommendations

- Develop curriculum frameworks and scope and sequence documents at each program level and across K-12 that demonstrate adaptations in addressing the general education state standards for gifted learners. Align all current and future gifted curriculum work with the general education state standards so that neither duplication of coverage nor learning gaps occur.
- Develop a statewide effort on curriculum development for gifted learners, blending teacher-developed curriculum approaches with extant exemplary curriculum for gifted learners where available to form a richer base for differentiating instruction. Seek to adopt alternative texts and other materials appropriate for the population served.

- Strengthen secondary options at both middle and high school levels by providing more options and special classes. Both Advanced Placement courses and dual enrollment opportunities need to be increased.

### **Identification Recommendations**

- Encourage districts to identify and program for gifted populations by category. Appropriate services to intellectual, academic, and creative students should be well developed before undertaking new initiatives in other categories of giftedness. Program depth and articulation should not be sacrificed to broad identification approaches that cannot be matched to appropriate services.
- Continue to address the need to identify underrepresented groups in the state for gifted programs, including Hispanic students.

### **Professional/Parent Development Recommendations**

- Develop a statewide plan for training grant emphases to focus on weaker areas found in the classroom observation data. Organize the plan in such a way that a targeted group of strategies is emphasized each year with teachers, and institute appropriate follow-up monitoring procedures to ensure that effective use occurs. More monitoring of classrooms by program coordinators using a standard classroom observation form, demonstration teaching, and videotape analyses of teaching might be employed to encourage the institutionalization of best instructional practice. Principals and other administrators should be built into the training plan as well in order to coordinate follow-up efforts and to socialize administrators to the educational needs of this population.
- Develop a statewide parent education program that focuses on strengthening parent understanding of the gifted program via written materials and special workshops. The data suggest that parents are dissatisfied with communication about the program. Thus, it is important to involve them in understanding all phases of the program. We recommend offering a series of parent workshops/seminars to provide a more formal forum for parent education and dialogue. These events could focus on specific program highlights in particular regions of the state, as well as general topics of interest to parents of gifted learners, and might highlight individual student work as well as program performance results. This would elevate the understanding of what districts are already doing to meet the needs of gifted learners and provide positive channels for communication with parents.

### **Evaluation Recommendations**

- Develop a state system of annual program evaluation that routinely collects evidence of student growth in gifted programs at each stage of development, possibly at the end of grades 3, 6, 8, and 12. Assessments of stakeholder perception should also be done biennially. Create and implement a system to collect trend data on graduating seniors as a basis for assessing the impact of the program over time. Track course-taking patterns in Advanced Placement (AP) and dual enrollment for identified gifted students as well as performance on high-stakes tests such as the Preliminary Scholastic Assessment Test (PSAT).

### **Resource and Funding Recommendations**

- Provide a state funding mechanism that allows local districts flexibility in how gifted education dollars are expended within the parameters of gifted program development guidelines. It is very clear to the evaluators that the responsibilities of this program require greater staffing than it currently

enjoys. Increased districtwide assistance in areas such as curriculum and staff development, expansion to incorporate areas like counseling, and service articulation at secondary levels are important foci needing increased attention and resources. However, we are reluctant to recommend particular staffing allocations as we feel these options should be generated internally, with attention to available revenues and individual district needs. In fact, in addition to considering new personnel resources as a way to accomplish some of these recommendations, the state might also consider such alternatives as stronger collaboration with curriculum and instructional areas to bolster the capacity to upgrade classroom practices and similar collaborations with special education, bilingual education, and other federally supported programs to address gifted underrepresented population needs in the state.

- Provide full-time program leadership in all districts. Such coordination would require educators to be endorsed in gifted education and highly conversant in gifted program options.
- Provide a “fair share” of funding for the gifted program in order to address the disparities between and among programs at the state level with similar outcomes.

### **Overall Recommendation**

- Convene a statewide task force to review the evaluation report in order to develop a coherent plan of action that complements overall program recommendations.

The State Department of Education hired a Gifted and Talented Student Specialist in August 2003. The Department, under the guidance of the new Specialist, convened a task force to prioritize the recommendations and develop a plan for implementation. The plan has been outlined based on those priorities and currently is being implemented.





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## Appendix A

### 2002-2003 State and Local Special Education Funding by District

The table in this appendix reports special education revenue and expenditure information for each school district for 2002-2003. The contents of columns A-H of the table that follows describes the following:

#### Column A

Column A includes state entitlement and base support funds pro-rated in accordance with the proportion of units generated by special education.

Exceptional child support units are computed with a divisor of 14.5. An exceptional child support unit provides districts with the same amount of funding as a regular education unit, but it generally takes fewer students to generate a special education unit. However, in small districts, the general education secondary divisor, which is less than 14.5, was used to calculate secondary special education funding in Appendix A. State rules specify that 6 percent of elementary students and 5.5 percent of secondary students generate unit funding at the exceptional child divisor. Unit funding calculations for preschool children with disabilities are based on the amount of service received by these students. The total funds allocated through unit funding mechanism are referred to as a district's entitlement.

Pursuant to Idaho Code §33-1002, staff allocation funding is available to support all school district programs. This funding is based on the total number of support units generated by a school district in general education, special education, and alternative school programs. For each support unit, districts qualify for reimbursement for 1.1 teachers, .075 administrators, and .375 classified staff. This reimbursement is subject to a statewide salary index that recognizes education and experience. The total dollars allocated to a district for staff allocation funding is referred to as base support. Basic benefits (unemployment, social security, and retirement) are also paid by the state.

#### Column B

Column B includes special distributions for contracts with private agencies, special education tuition equivalency funding, and funding for students with emotional disturbance.

School districts may claim reimbursement for a portion of the costs of approved contracts with private agencies that meet state standards. The disbursement of contract funds provides the same level of state support for contracted students as for students served in public school programs.

Districts that provide special education for students whose parents reside in other school districts may claim reimbursement for local tuition-equivalency allowances and also receive the exceptional child divisor for all such students. Additional funds are provided under an excess cost factor to assist these districts in meeting the needs of these high-cost students. This excess cost factor was \$5,040 per eligible student in the 2002-2003 school year.

Districts that identify and serve high numbers of students with emotional disabilities receive additional state support to offset these costs.

#### Column C

This column identifies the type(s) of special distributions that are included in Column B.

#### Column D

Column D identifies state general funds that currently provide .001 of a district's adjusted market value as a property tax relief measure. The equalization portion of the foundation program consists

primarily of local funds (see Column F) but includes state funds that replace local property taxes.

**Column E**

Column E is the sum of columns A, B and D.

**Column F**

Column F estimates the local property taxes, which would have been available for special education programs, by multiplying the district's adjusted market value by .003. The foundation program equalizes disparities in local wealth based on .004 of each district's adjusted market value. Property taxes comprise .003 of this amount; the other .001 is comprised of state general funds that are allocated as a property tax relief measure (see Column D).

**Column G**

This column is the sum of Columns E and F.

**Column H**

Column H shows the amount of state and local funds expended to provide special education and related services as reported by each school district via the Idaho Financial Accounting and Reporting Management System (IFARMS). The figures in Column D show the most accurate data available at the time this report was printed and do not reflect corrections made after mid-January 2003. It is important to note that each school district's board of trustees has the responsibility for setting budget and expenditure levels for special education programs. These levels may be higher or lower than the funds available from state and local sources.

**Appendix A: 2002-2003 State and Local Special Education Funding by District**

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Column A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Column E + F)	Total Special Education Expenditures Reported in IFARMS
		A	B	C	D	E	F	G	H
001	Boise	5,243,398	490,489	E,T	1,100,292	6,834,179	3,300,875	10,135,054	18,523,337
002	Meridian	7,038,630	326,695	C,E	517,508	7,882,833	1,552,525	9,435,358	12,259,980
003	Kuna	965,257	50,399	C,T	46,128	1,061,784	138,385	1,200,169	1,256,956
011	Meadows Valley	54,067	1,764		9,251	65,082	27,753	92,835	105,602
013	Council	97,430	0		5,884	103,314	17,651	120,965	206,628
021	Marsh Valley	439,006	0		21,136	460,142	63,408	523,550	526,953
025	Pocatello	3,858,349	0	C,E	201,121	4,059,470	603,364	4,662,834	5,252,784
033	Bear Lake County	465,181	0		25,768	490,949	77,304	568,253	587,729
041	St. Maries	296,560	0		25,253	321,813	75,758	397,571	586,310
044	Plummer / Worley	92,278	0		22,017	114,295	66,052	180,347	323,450
052	Snake River	670,977	0		16,819	687,796	50,458	738,254	727,215
055	Blackfoot	1,392,653	65,939	C,T	45,047	1,503,639	135,141	1,638,780	1,992,397
058	Aberdeen	269,306	0		12,632	281,938	37,895	319,833	295,013
059	Firth	291,386	0		8,955	300,341	26,866	327,207	315,506
060	Shelley	652,033	0		20,495	672,528	61,485	734,013	1,019,088
061	Blaine County	147,972	9,274		527,262	684,508	1,581,787	2,266,295	3,435,661
071	Garden Valley	71,769	0		13,693	85,462	41,080	126,542	166,320
072	Basin	94,175	0	E	11,648	105,823	34,944	140,767	154,646
073	Horseshoe Bend	84,881	0	E	5,067	89,948	15,201	105,149	145,276
083	West Bonner County	231,028	0	E	64,429	295,457	193,287	488,744	691,764
084	Lake Pend Oreille	721,514	0		177,601	899,115	532,804	1,431,919	1,778,538
091	Idaho Falls	3,196,003	57,399	T	180,259	3,433,661	540,777	3,974,438	5,159,949
092	Swan Valley	7,227	0		4,764	11,991	14,293	26,284	4,764
093	Bonneville	2,308,027	132,575	C,E	83,448	2,524,050	250,343	2,774,393	3,136,275
101	Boundary County	405,670	0		44,337	450,007	133,010	583,017	678,382
111	Butte County	453,511	202		10,889	464,602	32,668	497,270	235,675
121	Camas County	43,428	2,016		4,901	50,345	14,702	65,047	69,752
131	Nampa	3,587,618	314,296	E,T	200,486	4,102,400	601,459	4,703,859	5,089,916
132	Caldwell	2,115,126	106,697	C,T	91,485	2,313,308	274,454	2,587,762	2,646,165
133	Wilder	176,438	5,242		7,973	189,653	23,919	213,572	264,000
134	Middleton	701,085	16,970	C,E,T	27,616	745,671	82,848	828,519	667,973
135	Notus	100,942	0	E	3,164	104,106	9,493	113,599	160,866
136	Melba	204,794	0		9,661	214,455	28,982	243,437	240,978
137	Parma	337,002	5,796	E	12,940	355,738	38,821	394,559	510,343
139	Vallivue	1,218,086	85,293	C,E,T	84,348	1,387,727	253,043	1,640,770	2,323,335
148	Grace	195,432	0		6,531	201,963	19,593	221,556	246,480
149	North Gem	70,429	1,462	E	4,800	76,691	14,399	91,090	89,555
150	Soda Springs	248,650	0		29,659	278,309	88,977	367,286	442,948

\* T = Special Education Tuition Equivalency, C = District to Agency Contract, E = High Incidence of Students with Emotional Disturbance

\*\* These small elementary districts do not operate special education programs.

**Appendix A: 2002-2003 State and Local Special Education Funding by District**

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Column A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Column E + F)	Total Special Education Expenditures Reported in IFARMS
151	Cassia County	1,564,958	0		71,510	1,636,468	214,530	1,850,998	2,188,083
161	Clark County	71,999	10,886		6,800	89,685	20,399	110,084	89,623
171	Orofino	368,180	19,202	E	33,651	421,033	100,953	521,986	920,752
181	Challis	116,856	0	E	22,554	139,410	67,662	207,072	196,490
182	Mackay	86,114	0	E	5,248	91,362	15,743	107,105	139,876
191	Prairie **	0	0		0	0	0	0	228
192	Glenns Ferry	154,891	0	E	12,536	167,427	37,609	205,036	181,287
193	Mountain Home	1,339,883	0		50,104	1,389,987	150,313	1,540,300	2,523,327
201	Preston	766,523	0		23,091	789,614	69,273	858,887	676,493
202	West Side	195,299	0		5,376	200,675	16,127	216,802	85,846
215	Fremont County	711,389	58,097	T	77,857	847,343	233,572	1,080,915	1,475,624
221	Emmett	859,800	23,938	C,E	43,213	926,951	129,638	1,056,589	1,281,739
231	Gooding	366,084	87,646	T	21,770	475,500	65,309	540,809	585,489
232	Wendell	392,638	0	T	18,759	411,397	56,277	467,674	445,606
233	Hagerman	108,898	0		6,447	115,345	19,342	134,687	69,575
234	Bliss	51,830	6,854	E	2,604	61,288	7,812	69,100	91,401
241	Grangeville	411,622	1,462	E	43,197	456,281	129,590	585,871	879,230
242	Cottonwood	147,151	0	E	7,428	154,579	22,284	176,863	177,622
251	Jefferson County	1,243,635	11,629	T	36,346	1,291,610	109,038	1,400,648	1,339,960
252	Ririe	221,098	0		4,954	226,052	14,862	240,914	345,910
253	West Jefferson	227,914	0		8,164	236,078	24,492	260,570	186,867
261	Jerome	846,114	0	T	56,490	902,604	169,469	1,072,073	1,060,712
262	Valley	197,238	0		9,296	206,534	27,889	234,423	220,290
271	Coeur d' Alene	1,930,801	7,234		301,746	2,239,781	905,239	3,145,020	4,307,147
272	Lakeland	1,012,590	0	T	95,902	1,108,492	287,705	1,396,197	1,456,577
273	Post Falls	1,282,155	107,479	T	111,168	1,500,802	333,504	1,834,306	1,977,697
274	Kootenai	48,837	0	E	14,492	63,329	43,477	106,806	145,989
281	Moscow	661,897	0	E,T	64,064	725,961	192,193	918,154	1,823,952
282	Genesee	98,258	0		6,744	105,002	20,231	125,233	168,814
283	Kendrick	99,351	3,776		5,545	108,672	16,634	125,306	138,444
285	Potlatch	159,858	0		9,916	169,774	29,749	199,523	442,690
287	Troy	91,435	0		4,580	96,015	13,740	109,755	222,341
288	Whitepine	65,419	0		8,531	73,950	25,593	99,543	187,962
291	Salmon	286,695	0		30,317	317,012	90,950	407,962	561,619
292	South Lemhi	39,252	0		1,836	41,088	5,508	46,596	56,782
302	Nezperce	67,613	0		5,833	73,446	17,500	90,946	92,745
304	Kamiah	169,630	9,374	E	10,975	189,979	32,925	222,904	211,440
305	Highland	69,715	655		7,296	77,666	21,887	99,553	181,431
312	Shoshone	156,932	0		7,737	164,669	23,210	187,879	173,244

\* T = Special Education Tuition Equivalency, C = District to Agency Contract, E = High Incidence of Students with Emotional Disturbance

\*\* These small elementary districts do not operate special education programs.

**Appendix A: 2002-2003 State and Local Special Education Funding by District**

Dist #	District Name	Pro-rata Share of State Support + Benefits (Based on Special Education Units)	Special Distributions	Type of Special Distribution*	Pro-rata Share of Property Tax Replacement Funds	Pro-rata Share of State Funds (Column A + B + D)	Pro-rata Share of Local Funds (Equalization)	Pro-rata Share of State + Local Funds Based on Special Education Units (Column E + F)	Total Special Education Expenditures Reported in IFARMS
314	Dietrich	59,150	1,411		1,405	61,966	4,215	66,181	66,027
316	Richfield	89,308	1,411		3,613	94,332	10,839	105,171	73,288
321	Madison	1,194,182	0		52,024	1,246,206	156,073	1,402,279	1,568,690
322	Sugar-Salem	449,518	0		14,506	464,024	43,519	507,543	455,176
331	Minidoka County	1,415,043	100,212	T	73,009	1,588,264	219,028	1,807,292	1,270,022
340	Lewiston	1,173,979	185,941	E,T	158,558	1,518,478	475,674	1,994,152	3,569,127
341	Lapwai	143,679	1,797	C,E	7,171	152,647	21,514	174,161	365,752
342	Culdesac	79,910	0		2,589	82,499	7,766	90,265	57,429
351	Oneida County	279,982	0	E	15,097	295,079	45,292	340,371	321,782
363	Marsing	233,985	1,109	E	8,164	243,258	24,492	267,750	341,743
364	Pleasant Valley **	0	0		0	0	0	0	0
365	Bruneau-Grand View	113,655	0		8,467	122,122	25,401	147,523	201,983
370	Homedale	381,538	0		9,491	391,029	28,472	419,501	506,468
371	Payette	609,840	46,921	C,E,T	21,396	678,157	64,189	742,346	705,060
372	New Plymouth	356,248	0	C	12,295	368,543	36,886	405,429	249,823
373	Fruitland	495,520	6,842	C	23,053	525,415	69,158	594,573	619,562
381	American Falls	364,237	0	E	50,481	414,718	151,444	566,162	670,454
382	Rockland	59,072	0		1,605	60,677	4,815	65,492	92,088
383	Arbon	14,112	0		3,135	17,247	9,404	26,651	600
391	Kellogg	402,828	0		25,898	428,726	77,694	506,420	841,775
392	Mullan	60,859	0		1,712	62,571	5,136	67,707	152,336
393	Wallace	184,580	0		11,392	195,972	34,176	230,148	349,225
394	Avery **	0	0		0	0	0	0	0
401	Teton County	283,469	0		56,949	340,418	170,846	511,264	443,439
411	Twin Falls	1,988,865	54,835	E,T	145,899	2,189,599	437,698	2,627,297	2,910,698
412	Buhl	365,909	0		29,386	395,295	88,157	483,452	740,810
413	Filer	412,367	0		19,861	432,228	59,584	491,812	527,148
414	Kimberly	565,656	0		17,052	582,708	51,157	633,865	428,598
415	Hansen	173,296	0		7,623	180,919	22,868	203,787	155,848
416	Three Creek **	0	0		0	0	0	0	0
417	Castleford	108,823	7,068		5,095	120,986	15,286	136,272	153,456
418	Murtaugh	65,818	756	E	4,661	71,235	13,984	85,219	44,969
421	McCall-Donnelly	78,770	0		100,161	178,931	300,483	479,414	498,369
422	Cascade	86,164	0		25,960	112,124	77,879	190,003	224,082
431	Weiser	506,730	25,191		24,816	556,737	74,449	631,186	524,577
432	Cambridge	50,261	0	E	4,456	54,717	13,367	68,084	75,534
433	Midvale	34,192	0		2,872	37,064	8,616	45,680	62,130
	<b>Total</b>	<b>68,119,415</b>	<b>2,454,234</b>		<b>5,889,196</b>	<b>76,462,845</b>	<b>17,667,593</b>	<b>94,130,438</b>	<b>118,897,481</b>

\* T = Special Education **Tuition** Equivalency, C = District to Agency **Contract**, E = High Incidence of Students with **Emotional Disturbance**

\*\* These small elementary districts do not operate special education programs.

### Appendix B: 2002-2003 Number of Students Served and Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12/1/02	2002-2003 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2002-2003	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2002-03	Total IDEA Title VI-B Flow-through Funds Awarded for 2002-2003
001	Boise	3,003	26,266	11.4%	3,311,054	243,393	3,554,447
002	Meridian	2,750	26,113	10.5%	2,774,487	179,092	2,953,579
003	Kuna	335	3,321	10.1%	335,534	18,948	354,482
011	Meadows Valley	25	180	13.9%	29,206	4,833	34,039
013	Council	48	342	14.0%	51,000	3,268	54,268
021	Marsh Valley	210	1,421	14.8%	227,796	23,600	251,396
025	Pocatello	1,555	11,949	13.0%	1,819,218	143,560	1,962,778
033	Bear Lake	173	1,419	12.2%	208,973	19,270	228,243
041	St. Maries	151	1,139	13.3%	155,971	10,069	166,040
044	Plummer/Worley	77	516	14.9%	93,845	8,416	102,261
052	Snake River	190	2,079	9.1%	262,091	21,996	284,087
055	Blackfoot	517	4,139	12.5%	537,095	49,794	586,889
058	Aberdeen	113	907	12.5%	137,339	7,646	144,985
059	Firth	119	941	12.6%	140,456	13,407	153,863
060	Shelley	257	1,990	12.9%	229,222	28,424	257,646
061	Blaine	366	3,103	11.8%	409,493	15,053	424,546
071	Garden Valley	25	304	8.2%	31,281	1,578	32,859
072	Basin	52	472	11.0%	62,175	3,553	65,728
073	Horseshoe Bend	53	307	17.3%	44,096	1,456	45,552
083	West Bonner	201	1,533	13.1%	240,693	14,150	254,843
084	Lake Pend Oreille	505	4,129	12.2%	511,546	31,860	543,406
091	Idaho Falls	1,241	10,514	11.8%	1,379,239	106,331	1,485,570
092	Swan Valley	10	58	17.2%	11,394	547	11,941
093	Bonneville	832	7,650	10.9%	928,495	66,855	995,350
101	Boundary	172	1,648	10.4%	218,004	14,626	232,630
111	Butte	79	512	15.4%	90,003	14,593	104,596
121	Camas	24	158	15.2%	22,239	320	22,559
131	Nampa	1,507	12,715	11.9%	1,515,273	94,388	1,609,661
132	Caldwell	681	5,885	11.6%	709,122	65,491	774,613
133	Wilder	90	546	16.5%	77,317	6,103	83,420
134	Middleton	248	2,368	10.5%	279,608	18,873	298,481
135	Notus	30	333	9.0%	45,820	1,361	47,181

\*These small elementary districts do not operate special education programs.



### Appendix B: 2002-2003 Number of Students Served and Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12/1/02	2002-2003 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2002-2003	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2002-03	Total IDEA Title VI-B Flow-through Funds Awarded for 2002-2003
136	Melba	85	690	12.3%	91,844	7,007	98,851
137	Parma	145	1,034	14.0%	158,029	10,587	168,616
139	Vallivue	504	4,090	12.3%	549,769	55,061	604,830
148	Grace	60	522	11.5%	83,042	9,922	92,964
149	North Gem	39	184	21.2%	34,805	4,177	38,982
150	Soda Springs	104	1,028	10.1%	131,134	9,672	140,806
151	Cassia	578	4,996	11.6%	676,945	52,460	729,405
161	Clark	30	220	13.6%	34,019	4,300	38,319
171	Orofino	245	1,414	17.3%	217,155	19,485	236,640
181	Challis	90	520	17.3%	98,083	5,839	103,922
182	Mackay	29	246	11.8%	41,119	6,494	47,613
191	Prairie *	0	5	0.0%	264	0	264
192	Glenns Ferry	88	610	14.4%	92,205	7,068	99,273
193	Mountain Home	683	4,487	15.2%	618,387	51,234	669,621
201	Preston	247	2,449	10.1%	271,678	18,189	289,867
202	West Side	64	577	11.1%	74,045	8,647	82,692
215	Fremont	333	2,369	14.1%	349,850	48,565	398,415
221	Emmett	337	2,928	11.5%	370,862	22,409	393,271
231	Gooding	161	1,254	12.8%	163,501	18,983	182,484
232	Wendell	149	1,043	14.3%	157,202	13,859	171,061
233	Hagerman	52	413	12.6%	48,929	3,645	52,574
234	Bliss	28	180	15.6%	23,429	656	24,085
241	Grangeville	220	1,520	14.5%	241,529	20,067	261,596
242	Cottonwood	55	481	11.4%	61,126	4,885	66,011
251	Jefferson	381	3,971	9.6%	457,533	30,379	487,912
252	Ririe	116	702	16.5%	107,081	7,635	114,716
253	West Jefferson	61	680	9.0%	74,652	6,600	81,252
261	Jerome	326	3,028	10.8%	395,075	32,779	427,854
262	Valley	63	629	10.0%	76,947	4,354	81,301
271	Coeur D'Alene	976	9,499	10.3%	1,107,995	48,522	1,156,517
272	Lakeland	417	4,146	10.1%	501,298	24,119	525,417
273	Post Falls	526	4,841	10.9%	551,276	31,489	582,765

\*These small elementary districts do not operate special education programs.

### Appendix B: 2002-2003 Number of Students Served and Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12/1/02	2002-2003 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2002-2003	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2002-03	Total IDEA Title VI-B Flow-through Funds Awarded for 2002-2003
274	Kootenai	28	279	10.0%	30,358	773	31,131
281	Moscow	290	2,575	11.3%	330,888	23,687	354,575
282	Genesee	39	326	12.0%	34,099	2,840	36,939
283	Kendrick	62	339	18.3%	48,970	5,701	54,671
285	Potlatch	83	550	15.1%	85,957	7,535	93,492
287	Troy	65	308	21.1%	52,968	1,280	54,248
288	Whitepine	39	280	13.9%	42,272	1,072	43,344
291	Salmon	153	1,112	13.8%	162,881	11,806	174,687
292	South Lemhi	11	130	8.5%	13,842	605	14,447
302	Nezperce	27	186	14.5%	30,190	2,447	32,637
304	Kamiah	84	553	15.2%	88,841	9,477	98,318
305	Highland	45	245	18.4%	37,261	3,579	40,840
312	Shoshone	49	526	9.3%	67,531	5,630	73,161
314	Dietrich	32	194	16.5%	32,230	6,324	38,554
316	Richfield	33	204	16.2%	30,322	5,504	35,826
321	Madison	403	4,112	9.8%	492,136	32,935	525,071
322	Sugar-Salem	142	1,288	11.0%	167,100	15,907	183,007
331	Minidoka	460	4,338	10.6%	646,627	51,466	698,093
340	Lewiston	573	5,089	11.3%	631,147	45,661	676,808
341	Lapwai	83	519	16.0%	90,462	3,058	93,520
342	Culdesac	21	207	10.1%	29,521	3,135	32,656
351	Oneida	114	919	12.4%	119,192	8,467	127,659
363	Marsing	90	765	11.8%	104,689	8,410	113,099
364	Pleasant Valley *	3	19	15.8%	1,003	17	1,020
365	Bruneau-Grand View	72	504	14.3%	80,981	11,282	92,263
370	Homedale	107	1,260	8.5%	151,388	14,181	165,569
371	Payette	208	1,883	11.0%	233,637	13,232	246,869
372	New Plymouth	121	986	12.3%	128,348	15,402	143,750
373	Fruitland	171	1,524	11.2%	187,707	9,070	196,777
381	American Falls	202	1,640	12.3%	211,736	16,045	227,781
382	Rockland	21	147	14.3%	23,750	4,208	27,958
383	Arbon	1	10	10.0%	2,988	13	3,001

\*These small elementary districts do not operate special education programs.

### Appendix B: 2002-2003 Number of Students Served and Federal Special Education Allocations by District

Dist #	District Name	Special Education Child Count 12/1/02	2002-2003 Total Enrollment	Percent of Special Education Students in District	IDEA Title VI-B School Age Flow-through Funds Awarded for 2002-2003	IDEA Title VI-B Preschool Flow-through Funds Awarded for 2002-03	Total IDEA Title VI-B Flow-through Funds Awarded for 2002-2003
391	Kellogg	196	1,386	14.1%	200,232	13,588	213,820
392	Mullan	17	145	11.7%	20,010	792	20,802
393	Wallace	84	599	14.0%	98,814	7,521	106,335
394	Avery *	0	29	0.0%	1,872	33	1,905
401	Teton	150	1,374	10.9%	170,720	17,613	188,333
411	Twin Falls	709	7,033	10.1%	899,981	69,082	969,063
412	Buhl	129	1,345	9.6%	172,804	15,196	188,000
413	Filer	149	1,327	11.2%	180,842	14,615	195,457
414	Kimberly	139	1,285	10.8%	161,301	24,687	185,988
415	Hansen	64	374	17.1%	63,579	11,025	74,604
416	Three Creek *	0	8	0.0%	792	14	806
417	Castleford	44	355	12.4%	45,913	3,951	49,864
418	Murtaugh	31	229	13.5%	28,721	1,558	30,279
421	McCall-Donnelly	105	985	10.7%	123,572	8,251	131,823
422	Cascade	72	369	19.5%	57,973	8,745	66,718
431	Weiser	161	1,631	9.9%	190,093	14,851	204,944
432	Cambridge	24	179	13.4%	32,499	1,978	34,477
433	Midvale	21	134	15.7%	16,662	1,755	18,417
	Totals	28,758	247,517	11.6%	31,607,292	2,377,946	33,985,238

\*These small elementary districts do not operate special education programs.

**Appendix C: 2002-2003 LRE Training and Personnel Expenditures by District**

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
1	Boise	104,138	0	0	104,138	5	0	0	0	104,138
2	Meridian	98,698	23,412	192	50,477	3	162	5,200.00	71	79,089
3	Kuna	11,655	1,188	13	620	0	2	2,175	43.5	3,983
11	Meadows Valley	872								NR
13	Council	1,433	200	3	1,233	1	0	0	0	1,433
21	Marsh Valley	7,070	0	0	7,070	1	1	0	0	7,070
25	Pocatello	52,277	3,068	7	56,625	4	3	672	6	60,366
33	Bear Lake County	6,066	2,500	15	6,829	3	3	1,491	30	10,819
41	St. Maries	4,996	0	0	0	0	0	5,038	39	5,038
44	Plummer/Worley	2,665	0	0	2,665	0.11	0.11	0	0	2,665
52	Snake River	7,947	0	0	5,994	1	0	0	0	5,994
55	Blackfoot	16,644	0	0	19,235	2	2	0	0	19,235
58	Aberdeen	3,730	0	0	4,360	1	1	0	0	4,360
59	Firth	4,134	564		3,290	1	10	280	6	4,134
60	Shelley	8,157	6,153	45	612	0	18	0	0	6,765
61	Blaine County	12,990	0	0	12,990	1	1	0	0	12,990
71	Garden Valley	1,094	495	3	135	1	1	434	11	1,064
72	Basin	1,778	0	0	1,778	0	0	0	0	1,778
73	Horseshoe Bend	1,473								NR
83	West Bonner County	6,649	0	0	6,649	2	2	0	0	6,649
84	Lake Pend Oreille	16,852	0	0	15,460	1	1	0	0	15,460
91	Idaho Falls	43,281	0	0	43,281	37	37	0	0	43,281
92	Swan Valley	326	0	0	326	2	2	0	0	326
93	Bonneville	29,820	1,498	14	32,829	2	3	66	1	34,393
101	Boundary County	5,979	0	0	5,979	1	7	0	0	5,979
111	Butte County	2,267	0	0	2,267	0	21	0	0	2,267
121	Camas County	684	0	0	683.7	0	1	0	0	684
131	Nampa	47,462	0	0	34,659	2	0	0	0	34,659
132	Caldwell	23,178	9,622	24	17,314	1	1	2,430	32	29,366
133	Wilder	2,506	0	0	506	0	3	2,000	29	2,506
134	Middleton	9,222	1,592	5	7,488	0.5	39	0	0	9,080
135	Notus	1,379	0	0	379	0	2	1,000	14	1,379
136	Melba	2,997	2,973	21	0	0	0	0	0	2,973
137	Parma	4,557	0	0	557	0	3	4,000	59	4,557
139	Vallivue	16,964	0	0	16,964	1	1	0	0	16,964
148	Grace	2,308	0	0	2,308	6	14	0	0	2,308
149	North Gem	1,148	300	1	848	0	1	0	0	1,148
150	Soda Springs	3,935	0	0	3,935	1	11	0	0	3,935
151	Cassia County	20,901	16,122	34	17,553	1	1	0	0	33,675
161	Clark County	840	576	4	0	0	0	264	5.5	840
171	Orofino	6,962	578	5	5,861	1	1	0	0	6,439
181	Challis	2,844	0	0	0	0	0	0	0	0
182	Mackay	1,277	0	0	1,277	0.25	0.25	0	0	1,277
191	Prairie *	11								NA

NA = no application, NR = no report

\*These small elementary districts do not operate special education programs

**Appendix C: 2002-2003 LRE Training and Personnel Expenditures by District**

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
192	Glenns Ferry	2,879	100	41	2,195	0.2	8	601	15	2,896
193	Mountain Home	22,153	2,400	4	32,160	2	2	720	12	35,280
201	Preston	9,151	6,651	32	960	2	22	1,540	28	9,151
202	West Side	2,013	0	0	2,013	0.2	0	0	0	2,013
215	Fremont County	10,710	764	20	6,586	2	22	3,360	67	10,710
221	Emmett	11,767	0	0	11,767	1	1	0	0	11,767
231	Gooding	5,618	669	5	4,960	1	4	0	0	5,629
232	Wendell	4,650	0	0	4,650	1	4	0	0	4,650
233	Hagerman	1,633	0	0	0	0	0	0	0	0
234	Bliss	671	452	1	0	0	0	200	5	652
241	Grangeville	6,923	0	0	2,264	1	1	0	0	2,264
242	Cottonwood	1,916	783	9	290	0	8	455	7	1,527
251	Jefferson County	15,409	1,900	7	13,300	3	3	0	0	15,200
252	Ririe	3,183								NR
253	West Jefferson	2,486	0	0	4,567	1	1	0	0	4,567
261	Jerome	12,358	0	0	12,358	1	1	0	0	12,358
262	Valley	2,323	845	7	1,384	0	18	94	2	2,323
271	Coeur D'Alene	35,782	20,188	39	2,479	0	40	17,781	260	40,448
272	Lakeland	16,301	0	0	16,301	3	3	0	0	16,301
273	Post Falls	17,829	6,865	40	9,653	0.5	1	1,311	19	17,829
274	Kootenai	939	0	0	939	1	1	0	0	939
281	Moscow	9,744	0	0	9,744	2	2	0	0	9,744
282	Genesee	1,366	0	0	1,366	3	3	0	0	1,366
283	Kendrick	1,406	0	0	0	0	0	1,611	27	1,611
285	Potlatch	2,603	0	0	2,550	0	9	53	1	2,603
287	Troy	1,942	0	0	1,942	1	1	0	0	1,942
288	Whitepine	1,536	0	0	1,536	1	1	0	0	1,536
291	Salmon	4,856	0	0	4,856	1	1	0	0	4,856
292	South Lemhi	439	0	0	439	0.01	0.01	0	0	439
302	Nezperce	809	74	1	528	0	3	206	5	809
304	Kamiah	2,970	0	0	1,436	1	0	1,534	27	2,970
305	Highland	1,212	0	0	0	0	0	1,212	16.5	1,212
312	Shoshone	1,953	1,730	10	970	0	5	450	9	3,150
314	Dietrich	999								NR
316	Richfield	1,041	0	0	1,041	2	0	0	0	1,041
321	Madison	15,797	3,500	17	3,969	0	24	0	0	7,469
322	Sugar-Salem	5,179	0	0	3,574	1	4	981	18.5	4,555
331	Minidoka County	17,162	9,878	41	4,906	0.2	25.0	1,792	28	16,576
340	Lewiston	20,968	0	0	20,968	2	2	0	0	20,968
341	Lapwai	2,436	0	0	8,824	1	4	0	0	8,824
342	Culdesac	804	707	18	166	0	4	0	0	873
351	Oneida	3,804	0	0	3,804	1	1	0	0	3,804
363	Marsing	3,096	0	0	596	0	3	2,500	37	3,096
364	Pleasant Valley *	40								NA

NA = no application, NR = no report

\*These small elementary districts do not operate special education programs

**Appendix C: 2002-2003 LRE Training and Personnel Expenditures by District**

Dist #	District	Amount of Award	Regular Classroom Teachers Trained		Aides Employed and Trained			Substitutes Employed		Total Expended
			Amount Expended	# Trained	Amount Expended	# Hired	# Trained	Amount Expended	Substitute Days Paid	
365	Bruneau-Grand View	2,234	2,234	4	0	0	0	0	0	2,234
370	Homedale	4,709	0	0	709	0	4	4,000	59	4,709
371	Payette	6,985	3,691	31	0	0	0	3,294	39	6,985
372	New Plymouth	4,001	0	0	4,001	1	1	0	0	4,001
373	Fruitland	6,012	2,799	10	1,726	0	5	0	0	4,525
381	American Falls	7,004	2,601	8	6,165	0.5	0	0	0	8,766
382	Rockland	687	0	0	687	1	1	0	0	687
383	Arbon *	80								NA
391	Kellogg	6,126	11,892	9	0	0	0	0	0	11,892
392	Mullan	574	0	0	1,922	1	1	0	0	1,922
393	Wallace	2,740	979	1	0	0	0	0	0	979
394	Avery *	49								NA
401	Teton County	5,353	0	0	4,353	0.5	10	1,000	10	5,353
411	Twin Falls	26,479	0	0	26,479	2	0	0	0	26,479
412	Buhl	4,889	5,141	10	503	0	12	740	32	6,385
413	Filer	5,900	0	0	5,357	0.25	0	543	9.88	5,900
414	Kimberly	5,441	0	0	5,441	5	9	0	0	5,441
415	Hansen	1,703	0	0	1,703	1	0	0	0	1,703
416	Three Creek *	24								NA
417	Castleforsd	1,269	0	0	1,269	0.10	0	0	0	1,269
418	Murtaugh	876	0	0	876	1	0	0	0	876
421	McCall-Donnelly	3,642	1,006	2	0	0	0	220	4	1,226
422	Cascade	1,681	145	2	1418	1	1	118	2	1,681
431	Weiser	5,933	0	0	5,933	0.35	0	0	0	5,933
432	Cambridge	916	0	0	916	1	1	0	0	916
433	Midvale	521	0	0	521	3	3	0	0	521
	<b>Charter Schools</b>									
1	ANSER of Idaho, Inc.	369								
1	Hidden Springs	413								
2	Meridian Charter H.S.	0								
25	Pocatello Community	740								
55	Blackfoot Community	239								
84	Sandpoint	0								
131	Nampa	858								
271	Coeur d'Alene	0								
281	Moscow	324								
281	Renaissance	226								
<b>State Totals</b>		<b>1,000,015</b>	<b>158,834</b>	<b>755</b>	<b>767,193</b>	<b>138</b>	<b>635</b>	<b>71,367</b>	<b>1,087</b>	<b>997,394</b>

NA = no application, NR = no report

\*These small elementary districts do not operate special education programs

**Appendix D: 2002-2003 Gifted/Talented Students and Expenditures by District**

District #	District Name	Gifted/Talented Child Count 12/01/02	2002-2003 Total Enrollment	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 2002-2003
001	Boise	559	25,816	2.2%	922,374
002	Meridian	1,800	25,939	6.9%	770,256
003	Kuna	32	3,321	1.0%	68,530
011	Meadows Valley	2	180	1.1%	0
013	Council	9	342	2.6%	0
021	Marsh Valley	93	1,421	6.5%	3,284
025	Pocatello	597	11,768	5.1%	167,016
033	Bear Lake County	0	1,419	0.0%	0
041	St. Maries	0	1,139	0.0%	306
044	Plummer/Worley	0	516	0.0%	0
052	Snake River	134	2,079	6.4%	67,559
055	Blackfoot	119	4,139	2.9%	99,221
058	Aberdeen	25	907	2.8%	29,083
059	Firth	0	941	0.0%	0
060	Shelley	164	1,990	8.2%	61,814
061	Blaine County	236	3,103	7.6%	323,703
071	Garden Valley	0	304	0.0%	500
072	Basin	17	472	3.6%	0
073	Horseshoe Bend	5	307	1.6%	303
083	West Bonner County	38	1,533	2.5%	1,311
084	Lake Pend Oreille	94	4,041	2.3%	96,173
091	Idaho Falls	449	10,514	4.3%	340,117
092	Swan Valley	0	58	0.0%	0
093	Bonneville	249	7,650	3.3%	152,075
101	Boundary County	38	1,648	2.3%	38,323
111	Butte County	21	512	4.1%	0
121	Camas County	0	158	0.0%	0
131	Nampa	342	12,380	2.8%	144,384
132	Caldwell	275	5,885	4.7%	163,482
133	Wilder	7	546	1.3%	0
134	Middleton	77	2,368	3.3%	41,976
135	Notus	30	333	9.0%	0
136	Melba	46	690	6.7%	15,531
137	Parma	54	1,034	5.2%	0
139	Vallivue	84	4,090	2.1%	91,175
148	Grace	5	522	1.0%	0
149	North Gem	4	184	2.2%	0
150	Soda Springs	91	1,028	8.9%	12,377
151	Cassia County	115	4,996	2.3%	41,784
161	Clark County	9	220	4.1%	0
171	Orofino	53	1,414	3.7%	67,590
181	Challis	0	520	0.0%	0
182	Mackay	0	246	0.0%	0
191	Prairie	0	5	0.0%	0
192	Glenns Ferry	12	610	2.0%	28,011
193	Mountain Home	74	4,363	1.7%	126,778

**Appendix D: 2002-2003 Gifted/Talented Students and Expenditures by District**

District #	District Name	Gifted/Talented Child Count 12/01/02	2002-2003 Total Enrollment	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 2002-2003
201	Preston	84	2,449	3.4%	525
202	West Side	0	577	0.0%	0
215	Fremont County	125	2,369	5.3%	52,975
221	Emmett	93	2,928	3.2%	7,197
231	Gooding	76	1,254	6.1%	8,160
232	Wendell	81	1,043	7.8%	3,230
233	Hagerman	3	413	0.7%	980
234	Bliss	0	180	0.0%	0
241	Grangeville	18	1,520	1.2%	714
242	Cottonwood	36	481	7.5%	366
251	Jefferson County	138	3,971	3.5%	67,227
252	Ririe	0	702	0.0%	0
253	West Jefferson	56	680	8.2%	6,103
261	Jerome	68	3,028	2.2%	64,249
262	Valley	0	629	0.0%	1,036
271	Coeur D'Alene	1,248	9,499	13.1%	0
272	Lakeland	115	4,146	2.8%	97,807
273	Post Falls	162	4,841	3.3%	111,269
274	Kootenai	0	279	0.0%	0
281	Moscow	219	2,478	8.8%	218,569
282	Genesee	22	326	6.7%	8,766
283	Kendrick	13	339	3.8%	1,767
285	Potlatch	6	550	1.1%	13,556
287	Troy	9	308	2.9%	0
288	Whitepine	8	280	2.9%	0
291	Salmon	18	1,112	1.6%	0
292	South Lemhi	0	130	0.0%	0
302	Nezperce	11	186	5.9%	809
304	Kamiah	41	553	7.4%	-25
305	Highland	3	245	1.2%	102
312	Shoshone	31	526	5.9%	0
314	Dietrich	0	194	0.0%	0
316	Richfield	29	204	14.2%	0
321	Madison	100	4,112	2.4%	54,324
322	Sugar-Salem	27	1,288	2.1%	27,470
331	Minidoka County	114	4,338	2.6%	108,993
340	Lewiston	139	5,089	2.7%	383,491
341	Lapwai	0	519	0.0%	0
342	Culdesac	4	207	1.9%	0
351	Oneida County	35	919	3.8%	0
363	Marsing	43	765	5.6%	0
364	Pleasant Valley	0	19	0.0%	0
365	Bruneau-Grand View	0	504	0.0%	0
370	Homedale	72	1,260	5.7%	0
371	Payette	268	1,883	14.2%	27,953
372	New Plymouth	36	986	3.7%	1,903
373	Fruitland	94	1,524	6.2%	2,321



**Appendix D: 2002-2003 Gifted/Talented Students and Expenditures by District**

District #	District Name	Gifted/Talented Child Count 12/01/02	2002-2003 Total Enrollment	Percent of Gifted/Talented Students in District	Gifted/Talented Expenditures from State & Local Funds for 2002-2003
381	American Falls	86	1,640	5.2%	22,879
382	Rockland	0	147	0.0%	0
383	Arbon	0	10	0.0%	0
391	Kellogg	130	1,386	9.4%	59,307
392	Mullan	9	145	6.2%	56
393	Wallace	39	599	6.5%	47,431
394	Avery	0	29	0.0%	0
401	Teton County	14	1,374	1.0%	17,551
411	Twin Falls	215	7,033	3.1%	67,902
412	Buhl	81	1,345	6.0%	36,373
413	Filer	26	1,327	2.0%	27,696
414	Kimberly	98	1,285	7.6%	31,888
415	Hansen	3	374	0.8%	0
416	Three Creek	0	8	0.0%	0
417	Castlefords	7	355	2.0%	0
418	Murtaugh	10	229	4.4%	0
421	McCall-Donnelly	13	985	1.3%	1,504
422	Cascade	7	369	1.9%	868
431	Weiser	0	1,631	0.0%	2,640
432	Cambridge	0	179	0.0%	0
433	Midvale	25	134	18.7%	0
	ANSER of Idaho, Inc.	2	138	1.4%	0
	Hidden Springs Charter School	0	312	0.0%	0
	Meridian Charter High School, Inc.	0	174	0.0%	0
	Pocatello Community Charter School	4	181	2.2%	0
	Idaho Leadership Academy				0
	Blackfoot Charter Community Learning Center				0
	Sandpoint Charter School	0	88	0.0%	244
	Idaho Virtual Academy	0	998	0.0%	0
	Liberty Charter School	20	335	6.0%	0
	Idaho Virtual High School	0	124	0.0%	0
	Coeur d' Alene Charter Academy				0
	Moscow Charter School				0
	Renaissance Charter School	0	97	0.0%	0
	TOTALS	10,393	248,515	4.4%	5,463,212