

MINUTES

JOINT MEETING OF THE HOUSE AND SENATE COMMITTEES ON EDUCATION

November 4, 1993
Room 313-S -- Statehouse

Members Present

Senate Education Committee

Senator Dave Kerr, Chairperson
Senator Sheila Frahm, Vice-Chairperson
Senator David Corbin
Senator Tim Emert
Senator Anthony Hensley
Senator Sherman Jones
Senator Audrey Langworthy
Senator Lana Oleen
Senator Todd Tiaht
Senator Doug Walker

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Administrative Services

House Education Committee

Representative Duane Goossen, Chairperson
Representative Cindy Empson, Vice-Chairperson
Representative Lisa Benlon
Representative Phill Kline
Representative Al Lane
Representative Bruce Kline
Representative Jim Lowther
Representative Lori Majure
Representative Ed McKechnie
Representative Jim Morrison
Representative Jo Ann Pottorff
Representative Bill Reardon
Representative Richard Reinhardt
Representative Ellen Samuelson
Representative Marvin Smith
Representative Sabrina Standifer
Representative Bob Tomlinson
Representative Jonathan Wells
Representative Steve Wiard
Representative Kenny Wilk

Representative Bob Wootton

Members Absent

Senator Christine Downey
Representative Barbara Ballard
Representative Pat Pettey

Staff Present

Ben Barrett, Kansas Legislative Research Department
Carolyn Rampey, Kansas Legislative Research Department
Avis Swartzman, Revisor of Statutes Office
Dale Dennis, Deputy Commissioner of Education
LaVonne Mumert, Committee Secretary

Conferees

Betty Weithers, Team Leader, Special Education Outcomes Team, State Department of Education
Dale Dennis, Deputy Commissioner, State Department of Education
Joyce Siniard, Gifted Facilitator, Stanton County Middle School (USD 452)
Pam Zolman, Teacher of the Gifted, Nickerson (USD 309)
Rae McNeil, Teacher of the Gifted, Derby Middle School (USD 260)
Sandy Brown, Teacher of the Gifted, Jardine Middle School, Topeka (USD 501)
Dr. Norma Dick, Department Chair for Special Education, Kansas State University (presenting testimony for Dr. Peggy Dettmer, Chair, Counseling and Educational Psychology, Kansas State University)
Dr. Jerry Chaffin, Chair, Special Education Department, University of Kansas (presenting testimony for Dr. Reva Jenkins-Friedman, Professor, Special Education Department, University of Kansas)

Morning Session

The topic for the day was the gifted education component of the state special education program.

Introductory Remarks

Representative Goossen, serving as Chair of the joint meeting, emphasized that the purpose of the meeting was to provide a broad range of information about gifted education programs in order to enhance the legislative knowledge of this topic. He said no specific policy proposal was under consideration.

Senator Kerr suggested during the course of the day that Committee members bear in mind such matters as assessing consistency across the state in the provision of gifted services, identifying programming practices that seem to be working most effectively, and evaluating the results of program activities.

The "Gifted" Special Education Mandate -- What it Means and How Children Are Identified for Services

Betty Weithers reviewed the meaning of the state's special education mandate, the definition of the term "intellectually gifted," gifted student identification procedures and criteria, gifted education service delivery modes, and trends in gifted education.

Ms. Weithers explained that the law defines exceptional children as " . . . persons who are school age and who differ in physical, mental, social, emotional, or educational characteristics to the extent that special education services are necessary to enable them to progress toward the maximum of their abilities and capacities." The term includes both gifted students and students with disabilities. With two exceptions, general requirements for special education services for gifted children are the same as for children with disabilities. One exception is that special education services must be made available to children with disabilities at age three, whereas gifted services must be made available at age five, *i.e.*, the age at which the local board of education provides educational services for non-exceptional children. For both groups, services must be available through the year the student completes the local curriculum or reaches age 21, whichever first occurs. The second exception is that a disabled child is required to be enrolled in appropriate special education services while a gifted child is not so required.

State Board of Education rules and regulations define "intellectually gifted" as meaning outstanding performance or potential for outstanding performance by virtue of superior intellectual abilities. The point was made that this definition limits the program to academically gifted children. Ms. Weithers noted that some other states recognize superior abilities in other areas, such as art, music, or creative writing in their gifted programs.

Ms. Weithers described the steps that are followed to identify gifted children. These include initial screening, preassessment by a school building level team, and comprehensive evaluation. The screening is a process triggered by a teacher, parent, or other party raising the question about a child's ability. Preassessment focuses on determining if the child's potential for learning can be achieved in a regular education program when accommodations to the program are considered. The comprehensive evaluation is a full-scale evaluation of the status of the child.

In order to meet the gifted criteria, the following procedures apply. There must be a teacher evaluation of the child. The child's accomplishments and products must be analyzed. The child must score at not less than the 97th percentile on national or local norms on a standardized intelligence test. The child must score at not less than the 95th percentile on a standardized test of academic achievement. (At the secondary level, this score must be achieved in two or more of the mathematics, language arts, science, and social science sections.) Exceptions to these requirements apply when there is evidence that the tests do not reflect the student's potential. Finally, the child must have an actual need for specialized instruction. Ms. Weithers said that sometimes a student's need can be met in a regular program.

Ms. Weithers identified a wide variety of approaches to the development of the skills and knowledge of gifted students. Normally, it is a gifted facilitator who determines and schedules these services.

With implementation of outcomes based education as an element of the State Board of Education's Quality Performance Accreditation program (QPA), Ms. Weithers said there is growing support for development of separate regulations that more specifically meet the unique needs of gifted learners. Several school districts have been granted waivers to try alternative identification and programming procedures. (For statement, see Attachment 1.)

Historical Data of Gifted Programming in Kansas

Dale Dennis presented a memorandum (Attachment 2) containing a five-year history of selected gifted education program related data, including:

1. A five-year history of gifted enrollment and the percent such enrollment represents of total school district headcount enrollment, displayed in county order and from low to high based on the school district's 1992-93 percentage of gifted enrollment. It was noted for 1992-93 that the range among school districts was from 0.0 percent to 10.1 percent. In 37 school districts, the percentage was less than 1.0; in 28 districts, the percentage was more than 5.0 percent. For the state as a whole, the enrollment was 3.13 percent.

Ms. Weithers reported she had contacted a number of the school districts in which the prevalence rate was below 2.0 percent or above 5.0 percent for an explanation of the reasons for these differences from an expected prevalence rate of about 3.0 percent. The most commonly given reasons for low prevalences were: disproportionately large low socioeconomic status populations, inability to employ qualified staff, ability to meet gifted students' needs in regular education, lack of administrative support for the program, limited options from which to choose in some small secondary schools, and competition of school activities for the time of gifted students. The explanation for high identification rates most often was related to the concentration of professional persons in the community who value education and have high expectations for their children. Many such parents refer their children and are insistent in having them placed in gifted programs (see Attachment 3).

2. A five-year history of state total gifted and paraprofessional teaching units. In 1992-93, there were 397.2 full-time equivalent teachers of the gifted and 111.8 full-time equivalent paraprofessionals employed in the school districts. The comparable numbers for 1988-89 were 373.04 and 89.67, respectively.
3. A five-year history of gifted and paraprofessional teaching units for state aid purposes (paraprofessionals counted at 0.4 full-time equivalent). In 1992-93, this combined full-time equivalent total was 441.92, up from 408.91 in 1988-89.
4. A five-year history of school district expenditures for gifted education. These expenditures grew from \$13.7 million in 1988-89 to \$18.2 million in 1992-93.

5. A five-year history of gifted education state categorical aid. The increase was from \$6.3 million in 1988-89 to \$8.1 million in 1992-93.
6. A five-year history of gifted education state categorical aid compared to total special education state categorical aid. In 1988-89, the gifted component of special education categorical state aid represented 6.2 percent of the total. By 1992-93, this component had declined to 5.4 percent.
7. A five-year history of gifted education state categorical aid per teacher. The increase was from \$15,440 in 1988-89 to \$18,250 in 1992-93. The preliminary estimate for 1993-94 is \$17,500 per teacher.
8. A five-year history of the ratio of gifted education state categorical aid to total gifted education expenditures. From 1988-89 to 1992-93, this ratio declined from 46.2 percent to 44.4 percent.

Demographic Data -- Pupils Served in Gifted Programs

Betty Weithers spoke briefly about the fact that data support the conclusion that the various minority ethnic groups tend to be under represented in the gifted education population. This is a problematic area in gifted education programming.

Gifted Education Programming in Other States

Staff presented a memorandum entitled "Selected Gifted and Talented Education Program Features -- Other States," Kansas Legislative Research Department, November 4, 1993 (see Attachment 4). Some of the key points contained in the memorandum are the following.

There are 27 states that mandate services for gifted and talented children and 31 states that mandate identification of such students. Another listing suggests that 16 states provide legislative support for discretionary programs for the gifted and talented. Where states have defined the term "gifted and talented," most include both "general intellectual ability" and "specific academic aptitude" as components of the definition. "Creative thinking ability," "advanced ability in the fine and performing arts," and "leadership ability," are the next most often categories of giftedness identified by the states. Nine states treat programs for the gifted and talented the same as programs for disabled children. In 20 states, due process rights attach for identification of gifted children; in 16 of these states, due process rights extend to the issue of appropriate services for the specific areas of giftedness. Gifted and talented students can be permitted to enroll in school at an earlier age than normal in 24 states. Early enrollment is mandatory in five states. Data indicate that state education agencies, through a variety of mechanisms, monitor school district gifted and talented education programs in a majority of the states. However, a statewide evaluation of these programs recently has been conducted in only a few states. In 14 states, teachers of the gifted and talented must meet special certification requirements. Among the states that provide some sort of special funding for gifted and talented education programs, some form of a formula plan is the most common method. Pupil weights, specific amounts per pupil, and competitive grants are other methods of funding utilized.

Afternoon Session

Practitioners' Observations

Joyce Siniard. Ms. Siniard said USD 452 gifted education programming has moved in the direction of a schoolwide enrichment approach based on the theories of Dr. Joseph Renzulli of the University of Connecticut. This "inclusion model" is based on the idea that students other than those specifically identified as gifted can benefit from enrichment. The program acknowledges that gifted behaviors can be developed in a larger number of students than the 3.0 percent that normally would be identified by high scores on intelligence tests.

The five goals of the program are:

1. to provide diverse types and levels of enrichment for more students than the usual 3.0 percent of the population;
2. to merge the gifted program with the regular classroom through integration and inclusion;
3. to minimize concerns about elitism and negative attitudes often expressed toward identified gifted students;
4. To promote development of skills which will encourage students to be life-long learners; and
5. to improve the scope and quality of enrichment for all students, thereby encouraging all children to realize their full potential.

Ms. Siniard said this program has evolved over a three-year period. She said it replaced a traditional "pull-out" program with varying degrees of service time. The school district requested and received permission from the State Board of Education to waive certain pupil identification procedures, institute the new system, adapt student individualized educational plans (IEPs), replace the objectives pages of these documents with a portfolio system of reporting progress, and deliver gifted services in the least restrictive environment.

Ms. Siniard said the new method has been well received by parents, students, teachers, and administrators. The greatest frustration in implementing the program has been associated with some regular classroom teachers who have been reluctant embrace the change. (For statement, see Attachment 5.)

Pam Zolman. Ms. Zolman said that the gifted education program in Nickerson grades K-8 places emphasis on topics not often covered in the regular classroom setting or topics in which gifted students are interested that receive little attention. The skills emphasized in the program are analysis, synthesis, evaluation, research, formulating and testing hypotheses, creativity, divergent thinking, problem solving, organization, and self-initiated inquiry. Ms. Zolman gave examples of various curricular themes upon which gifted programming focuses. She described the challenge seminar in which students from rural districts in Reno County gather together one day a month to

engage in learning activities with their intellectual peers. Several other events, which include various contests and games designed to stimulate gifted students, also were identified.

Ms. Zolman made the following recommendations (for statement, see Attachment 6):

1. The special education for gifted children mandate should be maintained. It was noted that there is a level of uncertainty and inconsistency now regarding provision of special education services. The question as to what it would be like without the mandate was posed.
2. A multi-criteria based evaluation that would broaden the gifted student definition is needed so that more students can be included in these types of learning opportunities. Measures more expansive in nature than IQ or academic achievement scores should be permitted.
3. It is important to look realistically at outcomes based education and inclusion of gifted students in the regular program. Ms. Zolman said that classroom teachers already are responsible for teaching a wide range of ability levels. It takes a great deal of time to design a curriculum that focuses on appropriate enrichment and acceleration. A question is whether classroom teachers will have the time and energy necessary to develop that kind of curriculum and implement it on a regular basis. Ms. Zolman said that if inclusion is implemented, it will require more teachers than now are available to serve adequately the gifted students.

Rae McNeil. Ms. McNeil explained that she has worked in the Derby school district for 17 years and has been involved in gifted education programming at all three levels of public school education -- elementary, middle school, and high school. She said the Derby program has a site-based orientation and has been built based upon the needs of the children. Personnel programming and deployment are driven by this perception of needs. Program goals include two main focuses: academic development and personal and social growth of the gifted students.

Ms. McNeil identified certain problem areas or roadblocks in the gifted program. One concern involves students who move to the Derby school district from another state and who have participated in gifted programs in the other state but, based on the Kansas identification criteria, do not qualify for the gifted program in Derby. It is difficult for these students and their parents to understand how the child could be considered gifted in one state and not the other. Ms. McNeil suggested that some form of reciprocity might be helpful. In discussion, it was noted that this situation also sometimes occurs with respect to Kansas resident students who move from one school district to another. This latter situation presumably results from nonuniformity in application of the state's gifted criteria. Ms. McNeil said also that the program is unnecessarily burdened by an enormous amount of paperwork involving special education forms and documentation.

Sandy Brown. Ms. Brown emphasized that gifted children, who usually constitute approximately the top 3.0 percent in academic ability, are as far removed from the "norm" as the bottom 3.0 percent. She said it is extremely important that special targeted programming for these students be maintained.

Ms. Brown discussed gifted education programming strategy in the Topeka school district. She said it involves emphasis on interaction with intellectual peers at the elementary level;

multiple instructional models at the middle school level, including the choice of one or two class periods of gifted education; and multiple specialized options, such as seminars, mentorships, honors classes, advanced placement classes, College Bowl competition, computer expertise, and others, at the high school level.

Ms. Brown noted that the district has begun developing electronic portfolios which become part of the students' records. She also emphasized the benefits of programs which allow gifted students to work together on projects in which the teacher's involvement becomes less active and directive. (For informational brochures submitted, see Attachments 7 and 8.)

Responses of the Practitioners to Committee Members' Questions

Following is a summary of the practitioner responses to some of the questions posed by Committee members based upon the practitioner's presentations.

1. Ms. Siniard said that the programming change from the "pull-out" services model to the "inclusion" approach had involved no additional expense to the district for staffing. Ms. Zolman responded that she believed implementation of this approach in her district would require additional staffing, if the program were to be properly implemented.
2. Ms. McNeil indicated that she would be pleased to submit alternatives to address the paperwork requirements she had mentioned. She said this could be completed in order to make this information available to the education committees at the beginning of the 1994 Session.
3. Ms. Brown agreed that the current special education services system is not totally fair to children who barely miss meeting program participation criteria. This is one reason some programming is designed to include both gifted and higher performing students at the same time. She noted that this issue is less important at the high school level where there exist many options to challenge high performing students.
4. Practitioners appeared to be in agreement with respect to support for increased flexibility in assessment of children for access to gifted programming, continuation of the gifted education programming mandate, and movement toward more inclusive programming.
5. Practitioners appeared to be in agreement that children who meet the gifted criteria automatically are assumed to be able to benefit from gifted education program services.
6. Ms. Siniard affirmed that her school district had been successful in receiving waivers from the State Board of Education in order to implement gifted programming changes in the direction of the inclusion model.

Teacher Training Program Observations

Dr. Peggy Dettmer. Dr. Norma Dick presented the testimony of Dr. Peggy Dettmer (Attachment 9). That testimony emphasized that all students in school have the right to a challenging curriculum that allows them to learn and that educators and policymakers have the responsibility to provide it. She emphasized that a differentiated curriculum composed of appropriate options and alternatives is necessary for gifted students because no single model will serve adequately the varied needs of these students. Dr. Dettmer's testimony emphasized that within the inclusionary approach, classroom teachers must assist and be assisted by collaborating with special services personnel, combining and coordinating their efforts to serve highly able students efficiently as they also reteach and provide the correctives needed by students who have not yet achieved the base outcomes.

At Kansas State University, teacher training programs have been modified since 1990 to address the need for a wider range of personnel who can work effectively in educational teams to serve the needs of gifted students. Currently, the gifted education curriculum at the University begins with course work focusing on the exceptional child. This work normally is taken at the undergraduate level in an area of concentration where one can survey possibilities leading to a career decision. Next is an introductory course in education of gifted students. This is followed by the curriculum course for gifted programming. Most graduate level students then complete two practica, often one at the elementary level and another at the secondary level to meet the demands of smaller school districts with greater distances between the schools that hire for K-12 services. Other course work includes consultation skills, principles of measurement, advanced educational psychology, and research methods and treatment of data. Students usually complete their programs on an individualized basis, typically choosing from among courses such as behavioral disorders or learning disabilities, guidance, creativity, and computer applications. Evaluation of these students occurs at various stages of progress through the program.

Among her recommendations, Dr. Dettmer's testimony stated that the Legislature should make a long-term commitment to provide the support needed for the differentiated curriculum that very able students require in order to realize their potential and refrain from any deregulation that fails to ensure this commitment will be kept.

Dr. Reva Jenkins-Friedman. Dr. Jerry Chaffin presented the testimony of Dr. Reva Jenkins-Friedman (see Attachment 10). That testimony noted that bright students are the most "included" in general education of any identifiable group of students with exceptional needs, but, probably, they are the group whose needs are least addressed. Historically, the schools have not been successful in meeting the needs of gifted students in the general education classroom. In order to succeed, some "pull-out" programming will continue to be required. But, it is important to focus on improving the academic climate in all classrooms. When this occurs, the result will be that more talent will emerge in the classrooms, particularly in communities where it is suspected that talent has been under identified. This will result in a dramatic increase in the performance of bright students, which, in turn, will increase the need for services that extend beyond the classroom.

It was noted at the University of Kansas that most students complete a graduate endorsement in gifted child education. That is, they already are certified teachers, and they are adding the gifted endorsement to their teaching credential. About half of the students complete the master's degree.

The endorsement program totals 29 graduate credit hours. When students complete the course work in characteristics and identification of gifted students, a teaching methods course, and

a graduate practicum, they are eligible for a provisional certificate. Students have three years to complete the rest of the program: courses in program development/collaboration/evaluation, the creative process, conferencing with parents of exceptional children, the psychology of learning, development of children or adolescents, and educational measurement. The student's gifted endorsement parallels the general education endorsement. There is a procedure for students to earn an "off level" endorsement by completing additional practical and course work in child or adolescent development. Most of the KU students are hired with the provisional endorsement. In this regard, it must be remembered that even if a student has completed all of the course work required for full endorsement, the student still needs to teach successfully for a year in a gifted education program before becoming eligible for full endorsement.

In 1992, the KU program added an undergraduate minor in teacher education. Gifted education is one of the options students can elect. Also, it was noted that changes had been made in the teacher education program to respond to the school reform and restructuring movement. These include teaching how to develop and use portfolios to identify "hard-to-find" gifted students, individuals whose backgrounds or handicapping conditions might mask their talents, and to evaluate the effects of services. The program has been outcomes oriented since its inception. However, a new emphasis has been placed on preparing teachers to interface with general education professionals in implementing an outcomes based approach. Content has been added to the curriculum on collaborating with general education teachers and methods for helping teachers provide more appropriate challenges through the standard curriculum to bright students.

Committee Discussion and Directions to Staff

Following is a listing of the main issues or questions raised during the course of Committee discussion:

1. It was noted that there are several reasons students opt out of gifted programming. Among these reasons, specifically mentioned were that girls feel peer pressure not to "stand-out" because of their superior intellectual ability and that athletes often do not like to be so identified.
2. There was some discussion of whether action is needed in order to resolve issues that arise when a student in a gifted program in another state moves to Kansas and does not qualify for the program in this state or when a student moves from one school district to another within the state and is said to qualify for the gifted program in one of the districts but not the other. No action was taken on this matter.
3. The issue was discussed of whether the definition of "gifted" should be broadened to include other "gifted" or highly talented students in addition to those who fall within a very limited high academic ability range.
4. The question of whether there is a need to pursue means of ensuring greater consistency across the state in gifted programming was discussed. In this context, the great range among school districts in the percentage of students who are served in gifted programs, some fundamental philosophical differences regarding program service delivery methods, varying attitudes in school districts about the importance of the gifted program, availability of qualified teachers, and program

costs were mentioned as contributing to the variation that can be observed. Staff of the State Department of Education stated the opinion that full implementation of the QPA system could be expected to contribute to greater program consistency throughout the state.

5. The point was made that school resources should be used to the highest benefit of all students, not just the top 3.0 percent. Nonetheless, the needs of these students should be met. The contention was, generally, that labeling of students should be minimized or eliminated. It was noted, as a practical matter, that any effort at this time to eliminate labels probably would be misinterpreted and would meet great resistance.
6. The point was made that a number of the issues that had been discussed are within the purview of the State Board of Education to address. The suggestion was to continue to permit the State Board to deal with these matters rather than for the Legislature to become involved in micro-management in these areas.
7. Staff of the State Board of Education responded to a question by indicating that there is a committee working under the Board's auspices on gifted education requirements. That committee is not yet ready to report on its work.
8. It was noted that Kansas, like most other states, has not undertaken an evaluation of the gifted education program. The suggestion was that this is an activity that might merit further consideration.

The staff will mail to the Committee copies of the November 4 minutes and a draft of the Committee report to the 1994 Legislature. The procedure that will be followed will be for members to be given a few days to review these two items and to contact the staff concerning any changes that might be regarded as necessary. The staff will work with Representative Goossen and Senator Kerr who will resolve questions regarding any proposed changes that are of a substantive nature.

Prepared by Ben F. Barrett

Approved by House Committee on:

November 19, 1993

(Date)

Approved by Senate Committee on:

November 19, 1993

(Date)

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

To: House Education Committee
Senate Education Committee

From: Betty Weithers, Team Leader
Special Education Outcomes

Subject: Special Education Mandate

Date: November 4, 1993

SPECIAL EDUCATION PROGRAMS FOR GIFTED STUDENTS

Special Education Mandate

The Special Education for Exceptional Children Act requires the board of education of every school district to provide special education services for all exceptional children who are residents of the school district. Exceptional children are defined as *persons who are school age and who differ in physical, mental, social, emotional or educational characteristics to the extent that special education services are necessary to enable them to progress toward the maximum of their abilities or capacities*. The term includes both students who are gifted and those who have a disability. General requirements for the provision of special education are the same for gifted students and students with disabilities, with the following two exceptions:

1. Special education services must be made available for students with disabilities on their third birthday. Services for gifted students must be made available when the students reach the age at which the local board of education provides educational services for non-exceptional children. For both groups, services must be available through the year in which the student completes a local curriculum or reaches age 21, whichever occurs first.

2. K.S.A.72-977 stipulates that when a local education agency provides special education services for exceptional children, and a determination has been made in accordance with the due process provisions of the Act, that a child is exceptional and needs special education services, it is the duty of the child's lawful custodian to require the child to enroll in and attend the special education services which are indicated. This provision does not apply to gifted students.

Definition of Intellectually Gifted

K.S.A. 72-963 requires the State Board of Education to adopt rules and regulations for the administration of the Special Education for Exceptional Children Act including definitions of the various categories of exceptionability and criteria for the screening, diagnosis and certification of exceptional children. *Intellectually gifted* is defined in K.A.R. 91-12-22(w) as meaning *outstanding performance or potential for outstanding performance by virtue of superior intellectual abilities*. Students who are outstanding in other areas, such as art, music, creative writing and athletics, are not eligible for special education services unless they also possess superior intellectual abilities.

Procedures for Identification of Gifted Students

No student may be referred for an evaluation to determine eligibility for gifted education, until a building level team has completed a preassessment. The preassessment process is undertaken to determine whether the student's potential for learning can be achieved in a regular education program when accommodations to that program are made. If it is documented that the student had been presented with appropriate learning experiences and that the student's potential for learning has not been achieved, a referral for a comprehensive evaluation may be made. Requirements for the conduct of a comprehensive evaluation are laid out in both state and federal law as follows:

1. All evaluation procedures must be nondiscriminatory.
2. The evaluation must be multidisciplinary and multi-sourced.

3. Tests or other evaluation materials shall have been validated for the specific purpose for which they are used and shall be administered in conformance with instructions provided by the producer.

4. Each test used in the evaluation shall be administered by a professional holding current certification or licensure to administer and interpret that test.

5. All areas of the student's development related to the suspected exceptionality shall be assessed including where appropriate, health, hearing, vision, social and emotional status, general intelligence, educational performance, communication skills, motor abilities and vocational skills.

Criteria for Identification of Gifted Students

In addition to meeting the general evaluation requirements, the following procedures must be followed for identifying gifted students:

1. Teacher evaluation of the student.

2. Analysis of the student's accomplishments and products.

3. Administration of a standardized individual test of intelligence. The minimum criterion for identification shall be a composite rank of not less than the 97th percentile on national or local norms, whichever is higher, or evidence that the student's intelligence test score does not adequately reflect his/her high intellectual potential.

4. Administration of a standardized test of academic achievement. For elementary students, the criterion for identification is a composite rank of not less than the 95th percentile on national or local norms, whichever is higher, or evidence that the student's test score does not adequately reflect his/her high intellectual potential. For secondary students, the minimum criterion is a rank of not less than the 95th

percentile on national or local norms, whichever is higher, in two or more of the mathematics, language arts, science, and social science sections or evidence that the student's test score does not adequately reflect his/her high intellectual potential.

Service Delivery Models

Gifted education services should be delivered in accordance with the individual needs of students. School districts use a variety of options ranging from consulting services to self contained classrooms. Maximum caseloads for the various models are as follows.

<u>Delivery Model</u>	<u>Maximum Class Size</u>
1. Consulting Teacher	75
2. Itinerant Teacher	25 to 35 with paraprofessional
3. Resource Room	35 to 40 with paraprofessional
4. Special Class	20 to 25 with paraprofessional

Instructional Services

Programs for gifted students provide a qualitatively differentiated curriculum, including a core of subject matter which all students are expected to learn in addition to other subject matter unique to the program for gifted learners. Gifted students must be given the opportunity to learn more in both quantitative and qualitative terms. Programs emphasize opportunities designed to enhance interest in learning and to extend existing talents, such as:

1. Development of research skills;
2. Self-directed learning experiences;
3. Depth and breadth of learning experiences;

4. Inquiry training; and
5. Problem solving techniques.

Services are generally delivered as follows:

1. Grouping for instruction, either pull-out or in the regular class;
2. Seminars, study groups, or mini-courses;
3. Special summer studies;
4. Special self-contained classrooms;
5. Advanced placement, including dual enrollment in post secondary programs;
6. Credit or advancement by "testing out";
7. Mentorships; and/or
8. Telescoping or compacting curriculum.

Trends

In general, the requirements and guidelines for gifted education programs have been designed to parallel those established in federal law for students with disabilities. Screening, preassessment, and identification procedures apply to both gifted students and students with disabilities. Individualized education programs (IEPs) must be written and due process procedures observed. With the implementation of outcomes based education, there is growing support for the development of separate regulations that more specifically meet the unique needs of gifted learners. Several districts have been granted waivers to try alternative identification and programming procedures.

JOINT MEETING OF HOUSE AND SENATE EDUCATION COMMITTEES

NOVEMBER 4, 1993

	<u>PAGE</u>
Five-Year History of Gifted Enrollment and Percentage of Total Enrollment.	1
County Order.	5
Low to High--1992-93 Percentage of Gifted Enrollment.	34
Five-Year History of Gifted and Paraprofessional Teaching Units.	63
Five-Year History of Gifted and Paraprofessional Teaching Units for State Aid Purposes	67
Five-Year History of Gifted Education Expenditures	69
Five-Year History of Gifted Education State Aid.	71
Five-Year History of Gifted Education State Aid Compared to Total Special Education State Aid.	73
Five-Year History of Gifted Education State Aid Per Teacher.	76
Five-Year History of Gifted Education State Aid Compared to Total Gifted Education Expenditures.	78

*Jt. House & Senate Ed. Comms.
11/93
Attachment 2*

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 4, 1993

TO: House Education Committee
Senate Education Committee

FROM: Dale M. Dennis, Asst. Commissioner
Division of Fiscal Services and Quality Control

SUBJECT: Gifted Students

The attached computer printout provides a five-year history of the number of gifted students for each school district as reported to the State Department of Education. This count is taken December 1 each year. The headcount enrollment is based upon the September 20 count.

We have also provided a summary of data for the five-year period.

- * It appears the state average percentage of gifted students to the total enrollment has changed very little over the past five years. The lowest state average percentage was 2.92 percent while the highest was 3.13 percent. The trend has been upward over this five-year period.
- * During three of the school years, the average percentage remained at 3.01.

This information has been provided as follows.

1. County order
2. Low to High--Percentage of gifted children for Fiscal Year 1993

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871
Fax No. (913) 296-7933

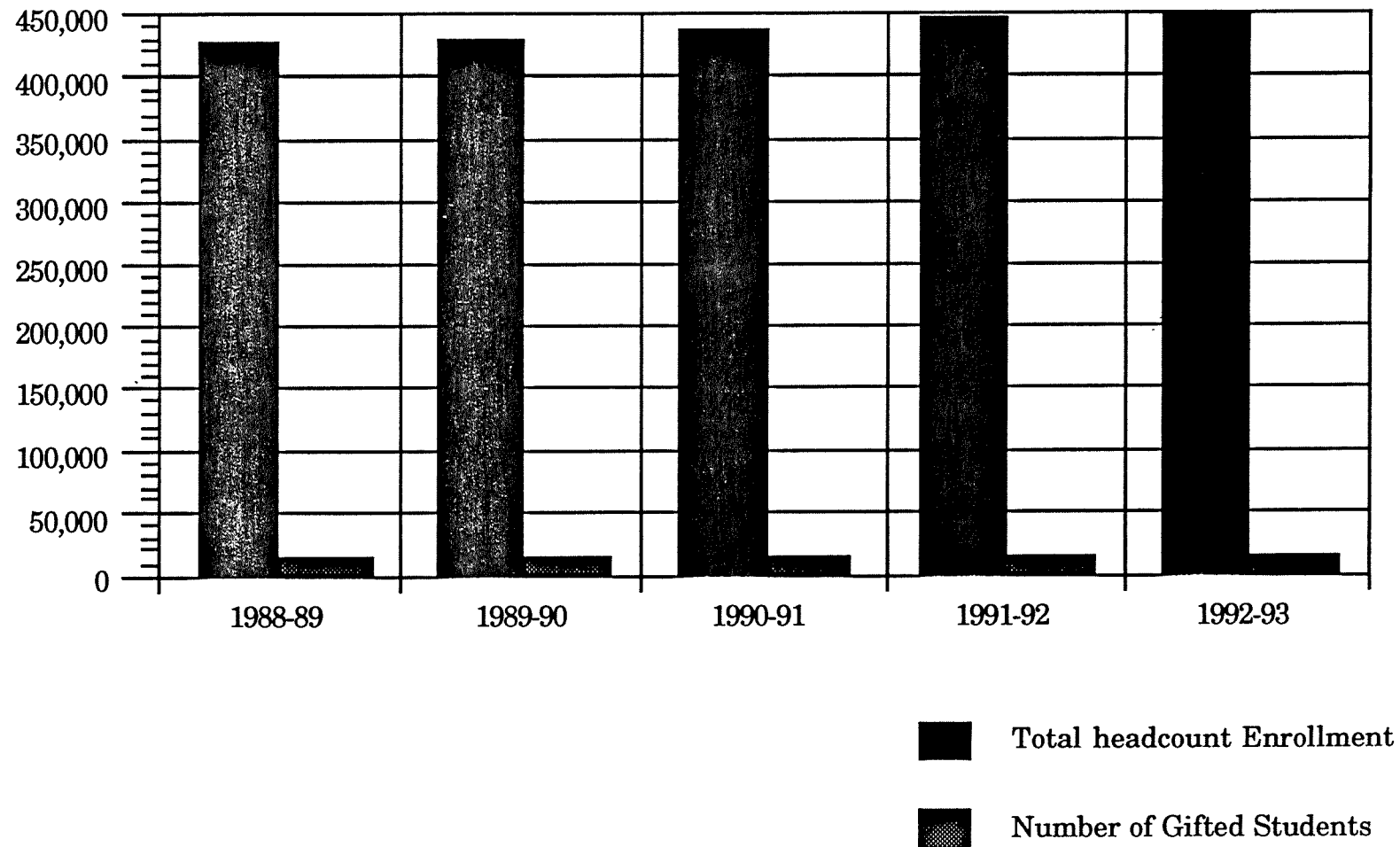
GIFTED ENROLLMENT DATA

	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1992-92</u>	<u>1992-93</u>
Total Headcount Enrollment	426,596	430,864	437,034	445,390	448,911
Number of Gifted Students	12,485	13,000	13,171	13,410	14,052
Lowest Percentage of Gifted Students*	0	0	0	0	0
Average Percentage of Gifted Students	2.92	3.01	3.01	3.01	3.13
Highest Percentage of Gifted Students*	10.24	11.33	9.81	9.58	10.10

*As reported by individual unified school districts.

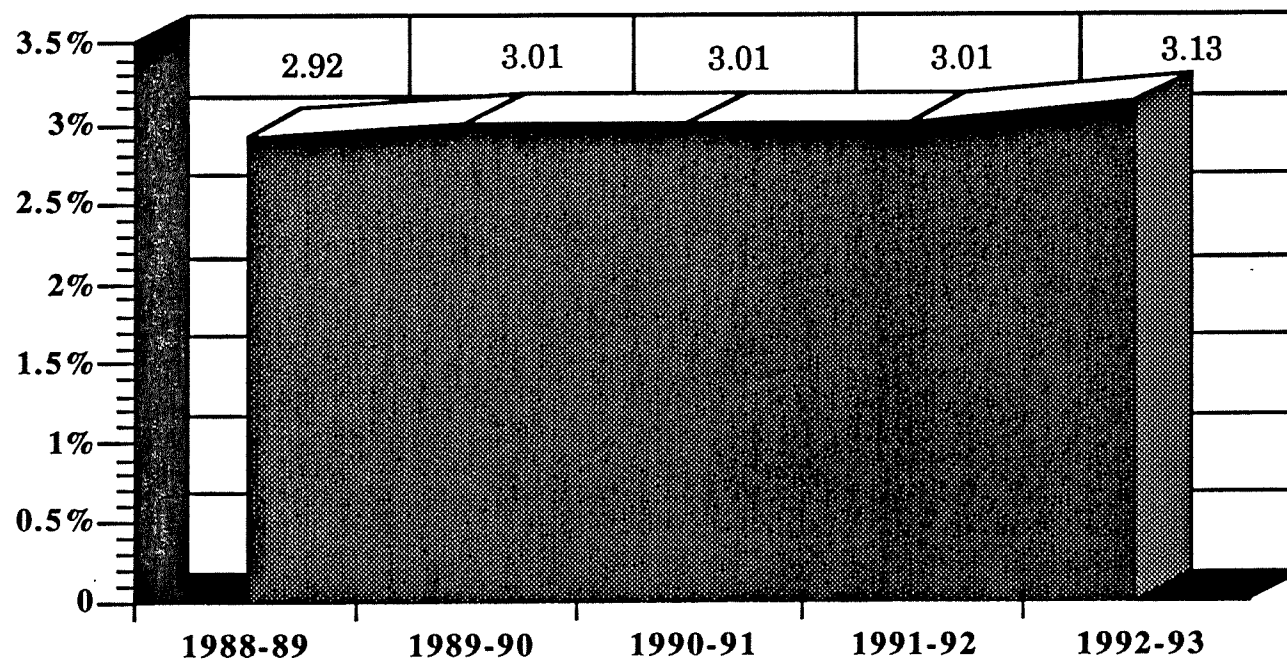
Gifted Enrollment Data

Total Headcount/Number of Gifted Students



Gifted Enrollment Data

Average Percentage of Gifted Students



■ Average Percentage of Gifted Students

COUNTY ORDER

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
ALL	State Total															
Special Ed: ALL		426596	12485	2.92	430864	13000	3.01	437034	13171	3.01	445390	13410	3.01	448911	14052	3.13
Allen																
D0258	Humboldt															
Special Ed: 603		658	16	2.43	670	16	2.38	621	11	1.77	646	14	2.16	635	15	2.36
Allen																
D0257	Iola															
Special Ed: 603		1817	81	4.45	1860	76	4.08	1904	76	3.99	1852	60	3.23	1858	60	3.22
Allen																
D0256	Marmaton Valley															
Special Ed: 603		324	4	1.23	333	3	.90	360	2	.55	390	3	.76	390	4	1.02
Anderson																
D0479	Crest															
Special Ed: 603		305	11	3.60	291	8	2.74	318	6	1.88	328	7	2.13	358	6	1.67
Anderson																
D0365	Garnett															
Special Ed: 368		1025	36	3.51	1029	36	3.49	1069	39	3.64	1090	36	3.30	1084	34	3.13
Atchison																
D0409	Atchison Public Scho															
Special Ed: 409		1778	47	2.64	1801	52	2.88	1771	56	3.16	1769	55	3.10	1763	59	3.34
Atchison																
D0377	Atchison Co Comm Sch															
Special Ed: 608		847	33	3.89	810	21	2.59	779	26	3.33	806	22	2.72	813	23	2.82
Barber																
D0255	South Barber															
Special Ed: 605		328	2	.60	327	2	.61	323	1	.30	343	1	.29	364	1	.27
Barber																
D0254	Barber County No															
Special Ed: 605		829	17	2.05	826	16	1.93	811	18	2.21	800	16	2.00	796	13	1.63
Barton																
D0431	Hoisington															
Special Ed: 428		759	12	1.58	750	10	1.33	777	8	1.02	814	10	1.22	829	11	1.32

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Barton															
D0428 Great Bend															
Special Ed: 428	3411	71	2.08	3491	65	1.86	3462	53	1.53	3530	91	2.57	3597	111	3.08
Barton															
D0355 Ellinwood															
Special Ed: 428	579	17	2.93	580	16	2.75	573	15	2.61	588	14	2.38	581	14	2.40
Barton															
D0354 Claflin															
Special Ed: 428	247	8	3.23	256	5	1.95	281	5	1.77	302	14	4.63	320	13	4.06
Bourbon															
D0235 Uniontown															
Special Ed: 250	499	12	2.40	524	13	2.48	500	13	2.60	509	14	2.75	473	11	2.32
Bourbon															
D0234 Ft Scott															
Special Ed: 234	2161	81	3.74	2155	87	4.03	2111	80	3.78	2149	76	3.53	2193	78	3.55
Brown															
D0430 Brown County															
Special Ed: 615	657	24	3.65	669	23	3.43	691	17	2.46	711	23	3.23	686	27	3.93
Brown															
D0415 Hiawatha															
Special Ed: 615	1206	55	4.56	1268	46	3.62	1250	57	4.56	1270	68	5.35	1283	84	6.54
Butler															
D0492 Flinthills															
Special Ed: 490	249	0	.00	236	0	.00	233	0	.00	247	0	.00	242	0	.00
Butler															
D0490 El Dorado															
Special Ed: 490	2142	45	2.10	2146	48	2.23	2219	45	2.02	2331	0	.00	2354	1	.04
Butler															
D0402 Augusta															
Special Ed: 490	1973	42	2.12	1986	52	2.61	2018	45	2.22	2160	27	1.25	2217	24	1.08
Butler															
D0396 Douglass Public Scho															
Special Ed: 490	745	4	.53	757	0	.00	767	7	.91	788	12	1.52	815	15	1.84

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Butler															
D0394 Rose Hill Public Sch															
Special Ed: 490	1347	51	3.78	1389	27	1.94	1484	24	1.61	1492	30	2.01	1561	0	.00
Butler															
D0385 Andover															
Special Ed: 490	1671	55	3.29	1688	54	3.19	1726	49	2.83	1767	35	1.98	1872	34	1.81
Butler															
D0375 Circle															
Special Ed: 490	1240	61	4.91	1309	33	2.52	1319	44	3.33	1343	27	2.01	1389	27	1.94
Butler															
D0206 Remington-Whitewater															
Special Ed: 490	512	10	1.95	510	10	1.96	511	10	1.95	529	0	.00	551	6	1.08
Butler															
D0205 Leon															
Special Ed: 490	699	11	1.57	746	7	.93	774	7	.90	816	6	.73	838	0	.00
Chase															
D0284 Chase County															
Special Ed: 253	569	2	.35	574	8	1.39	594	14	2.35	581	13	2.23	570	13	2.28
Chautauqua															
D0286 Chautauqua Co Commun															
Special Ed: 282	507	9	1.77	515	11	2.13	506	11	2.17	522	12	2.29	516	10	1.93
Chautauqua															
D0285 Cedar Vale															
Special Ed: 465	207	10	4.83	208	10	4.80	200	7	3.50	189	7	3.70	180	8	4.44
Cherokee															
D0508 Baxter Springs															
Special Ed: 250	932	22	2.36	920	20	2.17	898	23	2.56	892	19	2.13	900	20	2.22
Cherokee															
D0499 Galena															
Special Ed: 250	728	18	2.47	757	10	1.32	760	15	1.97	783	14	1.78	783	11	1.40
Cherokee															
D0493 Columbus															
Special Ed: 250	1315	24	1.82	1322	22	1.66	1344	19	1.41	1356	17	1.25	1380	21	1.52

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Cherokee																
D0404	Riverton															
Special Ed:	250	735	21	2.85	730	17	2.32	727	14	1.92	745	15	2.01	755	15	1.98
Cheyenne																
D0297	St. Francis Comm Sch															
Special Ed:	602	454	1	.22	437	0	.00	444	0	.00	447	0	.00	451	2	.44
Cheyenne																
D0103	Cheylin															
Special Ed:	602	219	9	4.10	219	8	3.65	237	8	3.37	230	11	4.78	225	13	5.77
Clark																
D0220	Ashland															
Special Ed:	613	255	18	7.05	257	17	6.61	282	20	7.09	285	22	7.71	277	24	8.66
Clark																
D0219	Minneola															
Special Ed:	613	200	3	1.50	209	0	.00	205	2	.97	209	2	.95	254	0	.00
Clay																
D0379	Clay Center															
Special Ed:	379	1625	41	2.52	1596	49	3.07	1677	40	2.38	1716	45	2.62	1731	48	2.77
Cloud																
D0334	Southern Cloud															
Special Ed:	379	273	3	1.09	272	3	1.10	271	2	.73	265	1	.37	276	1	.36
Cloud																
D0333	Concordia															
Special Ed:	333	1414	47	3.32	1410	47	3.33	1392	48	3.44	1412	53	3.75	1390	51	3.66
Coffey																
D0245	Leroy-Gridley															
Special Ed:	244	319	2	.62	334	4	1.19	365	6	1.64	358	7	1.95	359	13	3.62
Coffey																
D0244	Burlington															
Special Ed:	244	866	15	1.73	883	23	2.60	909	25	2.75	958	24	2.50	991	28	2.82
Coffey																
D0243	Lebo-Waverly															
Special Ed:	244	528	10	1.89	510	13	2.54	529	13	2.45	557	16	2.87	562	18	3.20

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Comanche																
D0300	Comanche County															
Special Ed:	300	442	5	1.13	431	4	.92	449	8	1.78	447	9	2.01	443	12	2.70
Cowley																
D0471	Dexter															
Special Ed:	465	170	4	2.35	161	3	1.86	151	2	1.32	170	2	1.17	178	2	1.12
Cowley																
D0470	Arkansas City															
Special Ed:	465	3191	66	2.06	3259	69	2.11	3154	65	2.06	3205	67	2.09	3256	64	1.96
Cowley																
D0465	Winfield															
Special Ed:	465	2363	115	4.86	2480	130	5.24	2506	136	5.42	2540	127	5.00	2609	121	4.63
Cowley																
D0463	Udall															
Special Ed:	465	370	9	2.43	377	2	.53	400	11	2.75	417	12	2.87	429	10	2.33
Cowley																
D0462	Central															
Special Ed:	465	413	13	3.14	401	10	2.49	376	8	2.12	381	7	1.83	428	4	.93
Crawford																
D0250	Pittsburg															
Special Ed:	250	2853	105	3.68	2910	103	3.53	2987	102	3.41	3076	105	3.41	3071	101	3.28
Crawford																
D0249	Frontenac Public Sch															
Special Ed:	250	445	20	4.49	496	19	3.83	502	16	3.18	511	16	3.13	540	16	2.96
Crawford																
D0248	Girard															
Special Ed:	250	1146	31	2.70	1120	31	2.76	1140	34	2.98	1152	34	2.95	1153	37	3.20
Crawford																
D0247	Cherokee															
Special Ed:	250	829	15	1.80	814	18	2.21	819	19	2.31	834	17	2.03	854	19	2.22
Crawford																
D0246	Northeast															
Special Ed:	250	609	16	2.62	612	17	2.77	587	13	2.21	598	16	2.67	613	16	2.61

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Decatur															
D0295 Prairie Heights															
Special Ed: 325	133	1	.75	128	3	2.34	105	2	1.90	110	2	1.81	109	3	2.75
Decatur															
D0294 Oberlin															
Special Ed: 602	597	13	2.17	605	10	1.65	624	10	1.60	675	9	1.33	661	8	1.21
Dickinson															
D0487 Herington															
Special Ed: 305	606	26	4.29	599	26	4.34	565	21	3.71	604	19	3.14	603	17	2.81
Dickinson															
D0481 Rural Vista															
Special Ed: 305	384	8	2.08	374	4	1.06	382	7	1.83	389	8	2.05	398	11	2.76
Dickinson															
D0473 Chapman															
Special Ed: 305	1282	23	1.79	1252	31	2.47	1253	32	2.55	1281	30	2.34	1299	44	3.38
Dickinson															
D0435 Abilene															
Special Ed: 305	1456	60	4.12	1413	57	4.03	1433	53	3.69	1471	49	3.33	1516	49	3.23
Dickinson															
D0393 Solomon															
Special Ed: 305	307	6	1.95	341	6	1.75	335	1	.29	345	1	.28	377	2	.53
Doniphan															
D0486 Elwood															
Special Ed: 616	242	8	3.30	262	9	3.43	239	8	3.34	235	5	2.12	251	7	2.78
Doniphan															
D0433 Midway Schools															
Special Ed: 616	222	3	1.35	215	3	1.39	202	6	2.97	218	5	2.29	206	7	3.39
Doniphan															
D0429 Troy Public Schools															
Special Ed: 616	403	6	1.48	393	6	1.52	397	9	2.26	439	11	2.50	467	11	2.35
Doniphan															
D0425 Highland															
Special Ed: 616	296	11	3.71	283	7	2.47	314	15	4.77	297	16	5.38	294	18	6.12

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

2-12

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Doniphan																
D0406	Wathena															
Special Ed: 616		512	17	3.32	512	15	2.92	530	18	3.39	536	15	2.79	533	15	2.81
Douglas																
D0497	Lawrence															
Special Ed: 497		8265	648	7.84	8458	696	8.22	8826	674	7.63	8952	640	7.14	9119	663	7.27
Douglas																
D0491	Eudora															
Special Ed: 614		826	20	2.42	847	15	1.77	849	13	1.53	874	13	1.48	891	12	1.34
Douglas																
D0348	Baldwin City															
Special Ed: 614		978	30	3.06	1003	31	3.09	1042	30	2.87	1107	30	2.71	1147	41	3.57
Edwards																
D0502	Lewis															
Special Ed: 495		192	1	.52	184	1	.54	193	1	.51	201	1	.49	209	1	.47
Edwards																
D0347	Kinsley-Offertle															
Special Ed: 495		427	3	.70	428	0	.00	419	1	.23	417	2	.47	417	2	.47
Elk																
D0283	Elk Valley															
Special Ed: 282		195	1	.51	184	2	1.08	206	1	.48	196	1	.51	227	2	.88
Elk																
D0282	West Elk															
Special Ed: 282		443	13	2.93	475	13	2.73	480	11	2.29	464	12	2.58	478	14	2.92
Ellis																
D0489	Hays															
Special Ed: 489		3481	136	3.90	3548	178	5.01	3577	167	4.66	3592	174	4.84	3552	176	4.95
Ellis																
D0432	Victoria															
Special Ed: 489		411	14	3.40	413	16	3.87	412	17	4.12	406	17	4.18	402	15	3.73
Ellis																
D0388	Ellis															
Special Ed: 489		379	10	2.63	381	7	1.83	385	7	1.81	388	5	1.28	376	1	.26

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Ellsworth																
D0328	Lorraine															
Special Ed:	305	517	6	1.16	514	10	1.94	511	10	1.95	557	12	2.15	554	11	1.98
Ellsworth																
D0327	Ellsworth															
Special Ed:	305	755	20	2.64	776	20	2.57	798	21	2.63	795	21	2.64	882	27	3.06
Finney																
D0457	Garden City															
Special Ed:	457	6486	112	1.72	6571	96	1.46	6719	84	1.25	6974	90	1.29	7092	112	1.57
Finney																
D0363	Holcomb															
Special Ed:	611	674	14	2.07	693	14	2.02	687	19	2.76	711	14	1.96	747	15	2.00
Ford																
D0459	Bucklin															
Special Ed:	613	307	0	.00	310	7	2.25	344	6	1.74	363	8	2.20	376	10	2.65
Ford																
D0443	Dodge City															
Special Ed:	613	4447	111	2.49	4372	120	2.74	4340	158	3.64	4449	176	3.95	4482	161	3.59
Ford																
D0381	Spearville-Windthors															
Special Ed:	613	268	2	.74	257	1	.38	276	0	.00	283	0	.00	306	0	.00
Franklin																
D0290	Ottawa															
Special Ed:	290	2274	32	1.40	2330	44	1.88	2330	13	.55	2394	48	2.00	2387	53	2.22
Franklin																
D0289	Wellsville															
Special Ed:	614	707	10	1.41	747	9	1.20	780	8	1.02	755	9	1.19	800	9	1.12
Franklin																
D0288	Central Heights															
Special Ed:	368	518	27	5.21	541	28	5.17	569	27	4.74	580	23	3.96	607	23	3.78
Franklin																
D0287	West Franklin															
Special Ed:	620	789	15	1.90	797	15	1.88	816	16	1.96	831	16	1.92	794	16	2.01

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Geary															
D0475 Junction City															
Special Ed: 475	7039	82	1.16	7153	98	1.37	7292	106	1.45	7848	128	1.63	7085	132	1.86
Gove															
D0293 Quinter Public Schoo															
Special Ed: 602	365	19	5.20	374	19	5.08	387	17	4.39	371	15	4.04	385	12	3.11
Gove															
D0292 Grainfield															
Special Ed: 602	211	4	1.89	201	2	.99	193	2	1.03	189	2	1.05	183	2	1.09
Gove															
D0291 Grinnell Public Scho															
Special Ed: 602	150	6	4.00	153	5	3.26	151	2	1.32	159	3	1.88	155	7	4.51
Graham															
D0281 Hill City															
Special Ed: 602	549	16	2.91	545	16	2.93	549	17	3.09	552	16	2.89	542	9	1.66
Graham															
D0280 West Graham-Morland															
Special Ed: 602	132	3	2.27	127	2	1.57	118	2	1.69	123	2	1.62	119	5	4.20
Grant															
D0214 Ulysses															
Special Ed: 611	1633	50	3.06	1667	55	3.29	1697	45	2.65	1760	52	2.95	1775	51	2.87
Gray															
D0477 Ingalls															
Special Ed: 613	268	8	2.98	237	5	2.10	274	5	1.82	286	5	1.74	276	5	1.81
Gray															
D0476 Copeland															
Special Ed: 611	132	6	4.54	132	4	3.03	119	5	4.20	120	1	.83	151	2	1.32
Gray															
D0371 Montezuma															
Special Ed: 611	230	8	3.47	223	10	4.48	202	9	4.45	203	11	5.41	169	10	5.91
Gray															
D0102 Cimarron-Ensign															
Special Ed: 613	578	22	3.80	588	26	4.42	585	31	5.29	576	30	5.20	590	32	5.42

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

2-15

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Greeley															
D0200 Greeley County															
Special Ed: 611	360	5	1.38	367	6	1.63	383	8	2.08	350	14	4.00	377	14	3.71
Greenwood															
D0390 Hamilton															
Special Ed: 253	134	2	1.49	131	3	2.29	114	1	.87	121	2	1.65	117	1	.85
Greenwood															
D0389 Eureka															
Special Ed: 389	765	16	2.09	785	17	2.16	791	19	2.40	824	17	2.06	898	18	2.00
Greenwood															
D0386 Madison-Virgil															
Special Ed: 253	304	8	2.63	300	3	1.00	298	4	1.34	292	6	2.05	290	6	2.06
Hamilton															
D0494 Syracuse															
Special Ed: 611	431	7	1.62	421	6	1.42	444	6	1.35	429	7	1.63	415	5	1.20
Harper															
D0511 Attica															
Special Ed: 605	228	2	.87	223	3	1.34	234	3	1.28	214	4	1.86	205	3	1.46
Harper															
D0361 Anthony-Harper															
Special Ed: 605	1084	10	.92	1098	9	.81	1116	7	.62	1134	7	.61	1136	12	1.05
Harvey															
D0460 Hesston															
Special Ed: 373	763	62	8.12	749	57	7.61	785	57	7.26	798	59	7.39	811	67	8.26
Harvey															
D0440 Halstead															
Special Ed: 373	745	16	2.14	773	19	2.45	779	14	1.79	801	14	1.74	821	14	1.70
Harvey															
D0439 Sedgwick Public Scho															
Special Ed: 618	429	3	.69	415	4	.96	426	3	.70	413	3	.72	408	3	.73
Harvey															
D0373 Newton															
Special Ed: 373	3348	135	4.03	3353	124	3.69	3360	109	3.24	3444	109	3.16	3577	108	3.01

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Harvey															
D0369 Burrton															
Special Ed: 618	294	4	1.36	309	4	1.29	288	4	1.38	294	7	2.38	294	7	2.38
Haskell															
D0507 Satanta															
Special Ed: 611	386	9	2.33	372	12	3.22	386	15	3.88	390	14	3.58	373	12	3.21
Haskell															
D0374 Sublette															
Special Ed: 611	527	17	3.22	527	22	4.17	497	26	5.23	507	27	5.32	529	30	5.67
Hodgeman															
D0228 Hanston															
Special Ed: 495	153	1	.65	157	1	.63	154	0	.00	147	0	.00	149	0	.00
Hodgeman															
D0227 Jetmore															
Special Ed: 613	258	0	.00	246	0	.00	278	0	.00	279	0	.00	278	0	.00
Jackson															
D0337 Mayetta															
Special Ed: 336	785	5	.63	800	3	.37	809	5	.61	847	4	.47	828	4	.48
Jackson															
D0336 Holton															
Special Ed: 336	965	13	1.34	981	13	1.32	1012	12	1.18	1036	14	1.35	1030	17	1.65
Jackson															
D0335 North Jackson															
Special Ed: 336	439	1	.22	433	1	.23	443	2	.45	441	2	.45	436	2	.45
Jefferson															
D0343 Perry Public Schools															
Special Ed: 608	896	20	2.23	907	17	1.87	968	25	2.58	964	28	2.90	960	23	2.39
Jefferson															
D0342 McLouth															
Special Ed: 608	526	15	2.85	540	21	3.88	546	21	3.84	558	21	3.76	561	24	4.27
Jefferson															
D0341 Oskaloosa Public Sch															
Special Ed: 608	546	25	4.57	570	23	4.03	587	25	4.25	649	39	6.00	710	43	6.05

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

2-17

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Jefferson															
D0340 Jefferson West															
Special Ed: 608	750	47	6.26	728	32	4.39	748	43	5.74	779	42	5.39	801	35	4.36
Jefferson															
D0339 Jefferson Co North															
Special Ed: 608	432	18	4.16	473	12	2.53	458	11	2.40	471	13	2.76	470	12	2.55
Jefferson															
D0338 Valley Falls															
Special Ed: 608	498	30	6.02	506	18	3.55	504	17	3.37	510	17	3.33	506	10	1.97
Jewell															
D0279 Jewell															
Special Ed: 273	209	6	2.87	206	8	3.88	211	0	.00	207	0	.00	218	6	2.75
Jewell															
D0278 Mankato															
Special Ed: 273	312	8	2.56	306	8	2.61	297	0	.00	290	0	.00	312	10	3.20
Jewell															
D0104 White Rock															
Special Ed: 273	207	6	2.89	186	8	4.30	180	0	.00	188	0	.00	179	7	3.91
Johnson															
D0512 Shawnee Mission															
Special Ed: 512	30171	932	3.08	30235	983	3.25	30619	955	3.11	30994	1072	3.45	31534	1038	3.29
Johnson															
D0233 Olathe															
Special Ed: 233	13296	569	4.27	13974	778	5.56	14870	698	4.69	15356	682	4.44	15885	799	5.02
Johnson															
D0232 De Soto															
Special Ed: 232	1721	50	2.90	1786	50	2.79	1792	59	3.29	1861	54	2.90	1864	67	3.59
Johnson															
D0231 Gardner-Edgerton-Ant															
Special Ed: 231	1728	37	2.14	1698	42	2.47	1714	48	2.80	1764	49	2.77	1813	57	3.14
Johnson															
D0230 Spring Hill															
Special Ed: 230	1285	55	4.28	1294	58	4.48	1300	53	4.07	1270	52	4.09	1282	51	3.97

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2-18

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Johnson															
D0229 Blue Valley															
Special Ed: 229	7673	368	4.79	8572	394	4.59	9433	449	4.75	10169	453	4.45	11024	506	4.58
Kearny															
D0216 Deerfield															
Special Ed: 611	271	6	2.21	269	6	2.23	296	7	2.36	320	6	1.87	352	6	1.70
Kearny															
D0215 Akin															
Special Ed: 611	727	4	.55	689	2	.29	697	4	.57	740	5	.67	754	14	1.85
Kingman															
D0332 Cunningham															
Special Ed: 605	340	4	1.17	331	6	1.81	327	3	.91	321	5	1.55	329	4	1.21
Kingman															
D0331 Kingman															
Special Ed: 605	1172	34	2.90	1092	28	2.56	1120	25	2.23	1166	27	2.31	1257	24	1.90
Kiowa															
D0474 Haviland Public Scho															
Special Ed: 300	165	4	2.42	166	4	2.40	187	6	3.20	178	8	4.49	181	7	3.86
Kiowa															
D0424 Mullinville															
Special Ed: 300	123	5	4.06	118	4	3.38	97	5	5.15	110	5	4.54	97	6	6.18
Kiowa															
D0422 Greensburg															
Special Ed: 300	435	10	2.29	418	8	1.91	403	8	1.98	403	9	2.23	365	10	2.73
Labette															
D0506 Labette County															
Special Ed: 250	1681	36	2.14	1688	50	2.96	1667	48	2.87	1723	52	3.01	1760	54	3.06
Labette															
D0505 Chetopa															
Special Ed: 250	327	18	5.50	331	9	2.71	317	12	3.78	308	8	2.59	299	6	2.00
Labette															
D0504 Oswego															
Special Ed: 250	502	9	1.79	480	8	1.66	495	9	1.81	489	12	2.45	471	15	3.18

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

Labelle	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
D0503 Parsons															
Special Ed: 607	2035	98	4.81	2003	117	5.84	1930	107	5.54	1983	114	5.74	1989	120	6.03
Lane															
D0482 Dighton															
Special Ed: 613	375	0	.00	402	7	1.74	411	0	.00	422	10	2.36	424	11	2.59
Lane															
D0468 Healy Public Schools															
Special Ed: 602	115	2	1.73	116	2	1.72	112	2	1.78	101	2	1.98	109	2	1.83
Leavenworth															
D0469 Lansing															
Special Ed: 453	1605	54	3.36	1650	62	3.75	1706	54	3.16	1770	46	2.59	1863	51	2.73
Leavenworth															
D0464 Tonganoxie															
Special Ed: 453	1318	30	2.27	1369	44	3.21	1413	45	3.18	1488	55	3.69	1525	69	4.52
Leavenworth															
D0458 Basehor-Linwood															
Special Ed: 453	1193	28	2.34	1264	33	2.61	1300	37	2.84	1393	41	2.94	1470	46	3.12
Leavenworth															
D0453 Leavenworth															
Special Ed: 453	4451	130	2.92	4479	134	2.99	4431	136	3.06	4408	118	2.67	4368	140	3.20
Leavenworth															
D0449 Easton															
Special Ed: 453	665	16	2.40	677	20	2.95	652	16	2.45	653	18	2.75	640	14	2.18
Leavenworth															
D0207 Ft Leavenworth															
Special Ed: 453	1755	89	5.07	1881	76	4.04	1897	69	3.63	1892	67	3.54	1919	72	3.75
Lincoln															
D0299 Sylvan Grove															
Special Ed: 273	220	7	3.18	226	7	3.09	212	0	.00	221	0	.00	211	5	2.36
Lincoln															
D0298 Lincoln															
Special Ed: 273	454	9	1.98	438	11	2.51	422	0	.00	424	0	.00	419	10	2.38

19

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

2-20

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Linn															
D0362 Prairie View															
Special Ed: 368	848	32	3.77	862	34	3.94	846	32	3.78	884	40	4.52	895	40	4.46
Linn															
D0346 Jayhawk															
Special Ed: 368	565	23	4.07	572	20	3.49	543	21	3.86	568	19	3.34	562	16	2.84
Linn															
D0344 Pleasanton															
Special Ed: 368	427	10	2.34	447	12	2.68	438	9	2.05	422	9	2.13	445	13	2.92
Logan															
D0275 Triplains															
Special Ed: 602	121	3	2.47	113	2	1.76	121	2	1.65	127	3	2.36	112	3	2.67
Logan															
D0274 Oakley															
Special Ed: 602	495	16	3.23	495	17	3.43	521	10	1.91	550	6	1.09	546	7	1.28
Lyon															
D0253 Emporia															
Special Ed: 253	4744	81	1.70	4778	101	2.11	4920	140	2.84	4990	148	2.96	4941	156	3.15
Lyon															
D0252 Southern Lyon County															
Special Ed: 253	524	7	1.33	554	6	1.08	568	11	1.93	608	17	2.79	615	18	2.92
Lyon															
D0251 North Lyon County															
Special Ed: 253	711	11	1.54	733	13	1.77	748	14	1.87	776	16	2.06	768	19	2.47
Marion															
D0411 Goessel															
Special Ed: 617	260	8	3.07	254	9	3.54	275	10	3.63	282	9	3.19	278	5	1.79
Marion															
D0410 Durham-Hillsboro-Leh															
Special Ed: 617	606	19	3.13	617	16	2.59	655	16	2.44	643	14	2.17	650	17	2.61
Marion															
D0408 Marion															
Special Ed: 617	579	20	3.45	597	21	3.51	612	24	3.92	615	21	3.41	651	23	3.53

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Marion															
D0398 Peabody-Burns															
Special Ed: 617	410	9	2.19	421	9	2.13	420	10	2.38	404	8	1.98	440	9	2.04
Marion															
D0397 Centre															
Special Ed: 617	311	7	2.25	324	10	3.08	321	13	4.04	300	13	4.33	288	13	4.51
Marshall															
D0498 Valley Heights															
Special Ed: 364	432	7	1.62	446	8	1.79	461	12	2.60	472	13	2.75	450	20	4.44
Marshall															
D0488 Axtell															
Special Ed: 442	349	4	1.14	350	1	.28	366	7	1.91	358	8	2.23	378	7	1.85
Marshall															
D0380 Vermillion															
Special Ed: 442	610	17	2.78	621	5	.80	642	17	2.64	643	14	2.17	651	16	2.45
Marshall															
D0364 Marysville															
Special Ed: 364	963	23	2.38	1033	28	2.71	1031	30	2.90	1027	38	3.70	1080	42	3.88
McPherson															
D0448 Inman															
Special Ed: 418	422	20	4.73	427	16	3.74	458	18	3.93	463	20	4.31	474	23	4.85
McPherson															
D0423 Moundridge															
Special Ed: 418	436	21	4.81	449	23	5.12	473	19	4.01	469	20	4.26	481	17	3.53
McPherson															
D0419 Canton-Galva															
Special Ed: 418	420	6	1.42	418	7	1.67	429	7	1.63	428	6	1.40	424	7	1.65
McPherson															
D0418 McPherson															
Special Ed: 418	2423	93	3.83	2501	127	5.07	2566	137	5.33	2685	135	5.02	2758	143	5.18
McPherson															
D0400 Lindsborg															
Special Ed: 418	854	30	3.51	889	31	3.48	856	27	3.15	892	27	3.02	908	28	3.08

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Meade															
D0226 Meade															
Special Ed: 613	418	8	1.91	420	1	.23	419	3	.71	417	3	.71	420	6	1.42
Meade															
D0225 Fowler															
Special Ed: 613	166	17	10.24	150	17	11.33	160	13	8.12	158	11	6.96	162	8	4.93
Miami															
D0416 Louisburg															
Special Ed: 368	1093	48	4.39	1126	42	3.73	1151	42	3.64	1163	46	3.95	1151	39	3.38
Miami															
D0368 Paola															
Special Ed: 368	1597	64	4.00	1651	76	4.60	1688	80	4.73	1706	87	5.09	1753	50	2.85
Miami															
D0367 Osawatomie															
Special Ed: 368	1160	35	3.01	1161	34	2.92	1175	34	2.89	1166	29	2.48	849	28	3.29
Mitchell															
D0273 Beloit															
Special Ed: 273	821	23	2.80	810	30	3.70	847	0	.00	813	0	.00	826	24	2.90
Mitchell															
D0272 Waconda															
Special Ed: 273	572	10	1.74	597	14	2.34	582	0	.00	605	0	.00	582	11	1.89
Montgomery															
D0447 Cherryvale															
Special Ed: 607	654	16	2.44	659	14	2.12	670	12	1.79	645	10	1.55	629	13	2.06
Montgomery															
D0446 Independence															
Special Ed: 607	2429	63	2.59	2467	68	2.75	2434	72	2.95	2439	87	3.56	2353	77	3.27
Montgomery															
D0445 Coffeyville															
Special Ed: 607	2892	71	2.45	2839	69	2.43	2838	71	2.50	2755	61	2.21	2682	61	2.27
Montgomery															
D0436 Caney Valley															
Special Ed: 607	833	18	2.16	802	16	1.99	807	19	2.35	820	18	2.19	838	16	1.90

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Morris															
D0417 Morris County															
Special Ed: 253	1068	15	1.40	1082	12	1.10	1139	15	1.31	1137	20	1.75	1117	23	2.05
Morton															
D0218 Elkhart															
Special Ed: 611	615	11	1.78	585	12	2.05	593	12	2.02	574	14	2.43	578	17	2.94
Morton															
D0217 Rolla															
Special Ed: 611	213	5	2.34	222	5	2.25	215	5	2.32	202	6	2.97	214	6	2.80
Nemaha															
D0441 Sabetha															
Special Ed: 336	1040	20	1.92	1054	17	1.61	1061	24	2.26	1122	18	1.60	1093	18	1.64
Nemaha															
D0451 B & B															
Special Ed: 442	222	12	5.40	231	4	1.73	248	8	3.22	248	9	3.62	255	9	3.52
Nemaha															
D0442 Nemaha Valley School															
Special Ed: 442	445	7	1.57	465	0	.00	474	5	1.05	504	4	.79	536	3	.55
Neosho															
D0413 Chanute Public Schoo															
Special Ed: 603	1985	79	3.97	1942	70	3.60	1989	72	3.61	2073	71	3.42	2046	72	3.51
Neosho															
D0101 Erie-St.Paul															
Special Ed: 603	1160	19	1.63	1131	19	1.67	1150	19	1.65	1175	19	1.61	1185	22	1.85
Ness															
D0304 Bazine															
Special Ed: 613	132	0	.00	122	0	.00	129	0	.00	136	0	.00	133	0	.00
Ness															
D0303 Ness City															
Special Ed: 613	349	1	.28	347	1	.28	370	1	.27	373	1	.26	375	0	.00
Ness															
D0302 Smoky Hill															
Special Ed: 613	206	1	.48	206	0	.00	212	0	.00	202	0	.00	204	0	.00

23

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

2-24

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Ness															
D0301 Nes Tres La Go															
Special Ed: 613	101	0	.00	87	0	.00	90	0	.00	85	0	.00	77	0	.00
Norton															
D0213 West Solomon Valley															
Special Ed: 325	119	2	1.68	116	1	.86	110	2	1.81	99	2	2.02	109	3	2.75
Norton															
D0212 Northern Valley															
Special Ed: 325	195	8	4.10	189	11	5.82	198	13	6.56	197	10	5.07	192	9	4.68
Norton															
D0211 Norton Community Sch															
Special Ed: 325	738	16	2.16	751	19	2.52	756	20	2.64	778	24	3.08	757	25	3.30
Osage															
D0456 Marais Des Cygnes Va															
Special Ed: 620	324	6	1.85	305	9	2.95	320	10	3.12	302	9	2.98	296	10	3.37
Osage															
D0454 Burlingame Public Sc															
Special Ed: 620	351	13	3.70	358	12	3.35	341	9	2.63	358	12	3.35	380	9	2.36
Osage															
D0434 Santa Fe Trail															
Special Ed: 620	1267	28	2.20	1274	31	2.43	1315	30	2.28	1306	38	2.90	1317	34	2.58
Osage															
D0421 Lyndon															
Special Ed: 620	373	5	1.34	420	7	1.66	417	6	1.43	451	10	2.21	474	12	2.53
Osage															
D0420 Osage City															
Special Ed: 620	635	13	2.04	627	10	1.59	637	11	1.72	622	13	2.09	640	14	2.18
Osborne															
D0392 Osborne County															
Special Ed: 325	503	12	2.38	477	18	3.77	483	19	3.93	498	20	4.01	517	26	5.02
Ottawa															
D0240 Twin Valley															
Special Ed: 305	504	4	.79	490	4	.81	487	5	1.02	489	5	1.02	484	4	.82

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Ottawa																
D0239	North Ottawa County															
Special Ed:	305	678	7	1.03	690	9	1.30	664	11	1.65	694	11	1.58	723	11	1.52
Pawnee																
D0496	Pawnee Heights															
Special Ed:	495	150	1	.66	163	0	.00	158	0	.00	169	1	.59	176	0	.00
Pawnee																
D0495	Fl Larned															
Special Ed:	495	1202	15	1.24	1168	11	.94	1158	4	.34	1204	7	.58	1205	2	.16
Phillips																
D0326	Logan															
Special Ed:	325	246	2	.81	237	2	.84	252	3	1.19	248	2	.80	228	3	1.31
Phillips																
D0325	Phillipsburg															
Special Ed:	325	759	14	1.84	737	19	2.57	714	29	4.06	728	31	4.25	742	31	4.17
Phillips																
D0324	Eastern Heights															
Special Ed:	325	173	6	3.46	166	7	4.21	171	8	4.67	179	9	5.02	169	6	3.55
Pottawatomie																
D0323	Pottawatomie West															
Special Ed:	320	616	13	2.11	622	10	1.60	620	9	1.45	667	8	1.19	689	11	1.59
Pottawatomie																
D0322	Onaga-Havensville-Wh															
Special Ed:	336	428	11	2.57	449	8	1.78	460	8	1.73	455	8	1.75	468	7	1.49
Pottawatomie																
D0321	Kaw Valley															
Special Ed:	321	1068	37	3.46	1016	30	2.95	1041	30	2.88	1059	31	2.92	1089	32	2.93
Pottawatomie																
D0320	Wamego															
Special Ed:	320	1288	35	2.71	1325	45	3.39	1348	47	3.48	1374	45	3.27	1408	40	2.84
Pratt																
D0438	Skyline Schools															
Special Ed:	605	387	24	6.20	378	0	.00	371	26	7.00	368	31	8.42	353	31	8.78

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Pratt															
D0382 Pratt															
Special Ed: 605	1415	60	4.24	1408	0	.00	1407	47	3.34	1391	45	3.23	1392	44	3.16
Rawlins															
D0318 Atwood															
Special Ed: 602	492	10	2.03	503	9	1.78	522	8	1.53	509	11	2.16	486	14	2.88
Rawlins															
D0317 Herndon															
Special Ed: 602	80	7	8.75	75	5	6.66	78	3	3.84	82	4	4.87	79	5	6.32
Reno															
D0313 Buhler															
Special Ed: 610	2222	149	6.70	2203	143	6.49	2246	145	6.45	2231	140	6.27	2233	123	5.50
Reno															
D0312 Haven Public Schools															
Special Ed: 610	1175	44	3.74	1206	51	4.22	1245	53	4.25	1268	43	3.39	1183	37	3.12
Reno															
D0311 Pretty Prairie															
Special Ed: 610	267	9	3.37	274	9	3.28	307	8	2.60	297	7	2.35	313	7	2.23
Reno															
D0310 Fairfield															
Special Ed: 610	483	18	3.72	499	21	4.20	472	18	3.81	493	20	4.05	468	13	2.77
Reno															
D0309 Nickerson															
Special Ed: 610	1537	64	4.16	1479	63	4.25	1489	66	4.43	1453	56	3.85	1436	50	3.48
Reno															
D0308 Hutchinson Public Sc															
Special Ed: 308	5188	191	3.68	5212	183	3.51	5252	180	3.42	5239	180	3.43	5320	190	3.57
Republic															
D0455 Hillcrest Rural Scho															
Special Ed: 333	137	8	5.83	143	6	4.19	144	6	4.16	151	4	2.64	162	4	2.46
Republic															
D0427 Belleville															
Special Ed: 333	646	15	2.32	647	14	2.16	674	12	1.78	688	12	1.74	662	9	1.35

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Republic															
D0426 Pike Valley															
Special Ed: 333	257	6	2.33	274	6	2.18	304	9	2.96	300	16	5.33	290	13	4.48
Rice															
D0444 Little River															
Special Ed: 405	390	3	.76	393	5	1.27	396	6	1.51	390	5	1.28	290	3	1.03
Rice															
D0405 Lyons															
Special Ed: 405	806	12	1.48	824	9	1.09	859	9	1.04	876	7	.79	878	7	.79
Rice															
D0401 Chase															
Special Ed: 405	183	2	1.09	195	2	1.02	193	2	1.03	189	2	1.05	193	2	1.03
Rice															
D0376 Sterling															
Special Ed: 405	547	11	2.01	555	11	1.98	580	9	1.55	569	11	1.93	561	11	1.96
Riley															
D0384 Blue Valley															
Special Ed: 379	266	3	1.12	284	4	1.40	298	4	1.34	295	6	2.03	298	8	2.68
Riley															
D0383 Manhattan															
Special Ed: 383	6238	77	1.23	6354	86	1.35	6513	124	1.90	6696	124	1.85	6748	126	1.86
Riley															
D0378 Riley County															
Special Ed: 379	557	13	2.33	577	11	1.90	614	14	2.28	597	16	2.68	630	23	3.65
Rooks															
D0271 Stockton															
Special Ed: 325	429	4	.93	422	4	.94	425	4	.94	441	4	.90	457	4	.87
Rooks															
D0270 Plainville															
Special Ed: 325	498	1	.20	502	4	.79	509	1	.19	499	1	.20	490	1	.20
Rooks															
D0269 Palco															
Special Ed: 325	195	5	2.56	188	5	2.65	197	6	3.04	191	4	2.09	174	4	2.29

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2-28

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Rush																
D0403	Otis-Bison															
Special Ed:	428	351	8	2.27	360	8	2.22	377	8	2.12	381	10	2.62	373	11	2.94
Rush																
D0395	LaCrosse															
Special Ed:	489	378	10	2.64	353	9	2.54	356	9	2.52	362	9	2.48	361	8	2.21
Russell																
D0407	Russell County															
Special Ed:	407	1313	44	3.35	1265	37	2.92	1251	31	2.47	1210	37	3.05	1240	42	3.38
Russell																
D0399	Paradise															
Special Ed:	325	176	6	3.40	178	14	7.86	163	16	9.81	149	11	7.38	145	11	7.58
Saline																
D0307	Ell-Saline															
Special Ed:	305	362	15	4.14	370	17	4.59	382	19	4.97	399	20	5.01	392	23	5.86
Saline																
D0306	Southeast of Saline															
Special Ed:	305	634	19	2.99	602	23	3.82	607	24	3.95	611	24	3.92	615	19	3.08
Saline																
D0305	Salina															
Special Ed:	305	7069	187	2.64	7138	205	2.87	7363	224	3.04	7506	218	2.90	7712	234	3.03
Scott																
D0466	Scott County															
Special Ed:	611	1119	34	3.03	1108	34	3.06	1089	29	2.66	1113	33	2.96	1115	35	3.13
Sedgwick																
D0268	Cheney															
Special Ed:	618	558	12	2.15	559	13	2.32	592	18	3.04	613	18	2.93	652	16	2.45
Sedgwick																
D0267	Renwick															
Special Ed:	618	1458	43	2.94	1447	50	3.45	1460	51	3.49	1491	55	3.68	1277	55	4.30
Sedgwick																
D0266	Maize															
Special Ed:	618	2037	64	3.14	2304	73	3.16	2587	76	2.93	2933	91	3.10	3369	99	2.93

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Sedgwick															
D0265 Goddard															
Special Ed: 618	1984	47	2.36	2011	39	1.93	2071	45	2.17	2202	38	1.72	2332	49	2.10
Sedgwick															
D0264 Clearwater															
Special Ed: 618	987	36	3.64	1005	39	3.88	991	40	4.03	1057	50	4.73	1052	60	5.70
Sedgwick															
D0263 Mulvane															
Special Ed: 263	1877	39	2.07	1890	39	2.06	1916	43	2.24	1984	44	2.21	2000	43	2.15
Sedgwick															
D0262 Valley Center															
Special Ed: 618	2000	70	3.50	2083	81	3.88	2141	100	4.67	2174	90	4.13	2247	83	3.69
Sedgwick															
D0261 Haysville															
Special Ed: 261	3332	160	4.80	3423	163	4.76	3550	161	4.53	3601	160	4.44	3610	155	4.29
Sedgwick															
D0260 Derby															
Special Ed: 260	5699	206	3.61	6021	209	3.47	6237	204	3.27	6263	204	3.25	6317	197	3.11
Sedgwick															
D0259 Wichita															
Special Ed: 259	47107	1321	2.80	47251	1524	3.22	47222	1560	3.30	48109	1457	3.02	47797	1665	3.48
Seward															
D0483 Kismet-Plains															
Special Ed: 613	590	30	5.08	597	20	3.35	617	24	3.88	630	21	3.33	631	23	3.64
Seward															
D0480 Liberal															
Special Ed: 480	3667	44	1.19	3581	35	.97	3696	35	.94	3726	35	.93	3812	38	.99
Shawnee															
D0501 Topeka Public School															
Special Ed: 501	14967	451	3.01	14859	464	3.12	15097	494	3.27	14929	505	3.38	14805	523	3.53
Shawnee															
D0450 Shawnee Heights															
Special Ed: 450	3445	109	3.16	3429	113	3.29	3480	113	3.24	3478	119	3.42	3503	124	3.53

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Shawnee															
D0437 Auburn-Washburn															
Special Ed: 437	3742	131	3.50	3908	128	3.27	4086	129	3.15	4424	134	3.02	4637	104	2.24
Shawnee															
D0372 Silver Lake															
Special Ed: 372	617	34	5.51	627	42	6.69	605	47	7.76	647	62	9.58	673	68	10.10
Shawnee															
D0345 Seaman															
Special Ed: 345	3433	93	2.70	3371	84	2.49	3410	83	2.43	3433	84	2.44	3456	76	2.19
Sheridan															
D0412 Hoxie Community Scho															
Special Ed: 602	538	22	4.08	546	20	3.66	529	18	3.40	534	21	3.93	510	18	3.52
Sherman															
D0352 Goodland															
Special Ed: 602	1292	35	2.70	1296	32	2.46	1224	34	2.77	1233	32	2.59	1266	36	2.84
Smith															
D0238 West Smith County															
Special Ed: 325	221	11	4.97	220	12	5.45	205	12	5.85	202	9	4.45	210	7	3.33
Smith															
D0237 Smith Center															
Special Ed: 325	664	11	1.65	669	11	1.64	644	13	2.01	653	13	1.99	641	18	2.80
Stafford															
D0351 Macksville															
Special Ed: 350	310	5	1.61	298	6	2.01	301	6	1.99	295	8	2.71	296	8	2.70
Stafford															
D0350 St.John-Hudson															
Special Ed: 350	450	18	4.00	453	14	3.09	463	11	2.37	470	11	2.34	472	12	2.54
Stafford															
D0349 Stafford															
Special Ed: 350	306	9	2.94	286	9	3.14	296	8	2.70	297	9	3.03	305	11	3.60
Stanton															
D0452 Stanton County															
Special Ed: 611	547	20	3.65	555	26	4.68	549	22	4.00	562	21	3.73	546	23	4.21

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Stevens															
D0210 Hugoton Public School															
Special Ed: 611	948	19	2.00	931	24	2.57	974	28	2.87	1045	31	2.96	1068	33	3.08
Stevens															
D0209 Moscow Public School															
Special Ed: 611	147	3	2.04	169	2	1.18	147	4	2.72	169	2	1.18	177	2	1.12
Sumner															
D0509 South Haven															
Special Ed: 619	231	1	.43	243	1	.41	234	0	.00	232	9	3.87	239	9	3.76
Sumner															
D0360 Caldwell															
Special Ed: 619	320	17	5.31	343	23	6.70	330	24	7.27	324	26	8.02	338	29	8.57
Sumner															
D0359 Argonia Public School															
Special Ed: 619	222	11	4.95	234	16	6.83	227	15	6.60	226	14	6.19	235	15	6.38
Sumner															
D0358 Oxford															
Special Ed: 619	424	9	2.12	439	9	2.05	455	10	2.19	470	10	2.12	457	14	3.06
Sumner															
D0357 Belle Plaine															
Special Ed: 619	702	12	1.70	735	16	2.17	744	19	2.55	772	24	3.10	776	27	3.47
Sumner															
D0356 Conway Springs															
Special Ed: 618	490	5	1.02	477	8	1.67	502	16	3.18	486	17	3.49	498	24	4.81
Sumner															
D0353 Wellington															
Special Ed: 353	2026	69	3.40	2003	60	2.99	2027	79	3.89	2120	82	3.86	2110	71	3.36
Thomas															
D0316 Golden Plains															
Special Ed: 602	151	4	2.64	151	3	1.98	150	5	3.33	166	6	3.61	159	7	4.40
Thomas															
D0315 Colby Public Schools															
Special Ed: 602	1253	56	4.46	1298	59	4.54	1290	67	5.19	1341	73	5.44	1320	75	5.68

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2.32

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Thomas															
D0314 Brewster															
Special Ed: 602	157	8	5.09	148	8	5.40	160	8	5.00	147	3	2.04	153	6	3.92
Trego															
D0208 Wakeeney															
Special Ed: 602	632	46	7.27	660	26	3.93	648	21	3.24	623	17	2.72	675	24	3.55
Wabaunsee															
D0330 Wabaunsee East															
Special Ed: 330	601	13	2.16	611	17	2.78	600	15	2.50	643	12	1.86	630	9	1.42
Wabaunsee															
D0329 Alma															
Special Ed: 320	539	24	4.45	561	26	4.63	578	22	3.80	615	19	3.08	604	14	2.31
Wallace															
D0242 Weskan															
Special Ed: 602	108	2	1.85	105	1	.95	110	2	1.81	107	2	1.86	109	1	.91
Wallace															
D0241 Wallace County Schoo															
Special Ed: 602	334	3	.89	298	3	1.00	302	1	.33	306	0	.00	311	1	.32
Washington															
D0224 Republican Valley															
Special Ed: 333	400	7	1.75	402	9	2.23	408	12	2.94	425	11	2.58	399	12	3.00
Washington															
D0223 Barnes															
Special Ed: 379	415	21	5.06	417	22	5.27	410	20	4.87	402	18	4.47	406	19	4.67
Washington															
D0222 Washington Schools															
Special Ed: 379	437	19	4.34	437	21	4.80	436	19	4.35	402	15	3.73	409	14	3.42
Washington															
D0221 North Central															
Special Ed: 333	183	5	2.73	189	10	5.29	188	12	6.38	186	12	6.45	175	10	5.71
Wichita															
D0467 Leoti															
Special Ed: 611	594	24	4.04	607	23	3.78	600	17	2.83	617	19	3.07	624	21	3.36

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Wilson															
D0484 Fredonia															
Special Ed: 607	895	22	2.45	918	26	2.83	895	25	2.79	926	22	2.37	934	25	2.67
Wilson															
D0461 Neodesha															
Special Ed: 607	764	27	3.53	752	21	2.79	744	16	2.15	745	15	2.01	767	11	1.43
Wilson															
D0387 Altoona-Midway															
Special Ed: 603	398	5	1.25	393	5	1.27	395	2	.50	398	2	.50	398	1	.25
Woodson															
D0366 Woodson															
Special Ed: 603	594	8	1.34	598	11	1.83	594	7	1.17	647	9	1.39	643	4	.62
Wyandotte															
D0500 Kansas City															
Special Ed: 500	22921	305	1.33	22543	318	1.41	22118	243	1.09	22011	316	1.43	21831	334	1.52
Wyandotte															
D0204 Bonner Springs															
Special Ed: 500	2165	118	5.45	2134	103	4.82	2140	110	5.14	2194	117	5.33	2128	111	5.21
Wyandotte															
D0203 Piper															
Special Ed: 500	1014	50	4.93	1054	0	.00	1127	59	5.23	1178	87	7.38	1198	97	8.09
Wyandotte															
D0202 Turner															
Special Ed: 202	3980	48	1.20	3984	52	1.30	4004	65	1.62	3996	66	1.65	3841	86	2.23

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

2-34

FISCAL YEAR 1993
PERCENTAGE OF GIFTED ENROLLMENT

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Pawnee																
D0496	Pawnee Heights															
Special Ed: 495		150	1	.66	163	0	.00	158	0	.00	169	1	.59	176	0	.00
Butler																
D0492	Flinthills															
Special Ed: 490		249	0	.00	236	0	.00	233	0	.00	247	0	.00	242	0	.00
Butler																
D0394	Rose Hill Public Sch															
Special Ed: 490		1347	51	3.78	1389	27	1.94	1484	24	1.61	1492	30	2.01	1561	0	.00
Ford																
D0381	Spearville-Windthors															
Special Ed: 613		268	2	.74	257	1	.38	276	0	.00	283	0	.00	306	0	.00
Ness																
D0304	Bazine															
Special Ed: 613		132	0	.00	122	0	.00	129	0	.00	136	0	.00	133	0	.00
Ness																
D0303	Ness City															
Special Ed: 613		349	1	.28	347	1	.28	370	1	.27	373	1	.26	375	0	.00
Ness																
D0302	Smoky Hill															
Special Ed: 613		206	1	.48	206	0	.00	212	0	.00	202	0	.00	204	0	.00
Ness																
D0301	Nes Tres La Go															
Special Ed: 613		101	0	.00	87	0	.00	90	0	.00	85	0	.00	77	0	.00
Hodgeman																
D0228	Hanston															
Special Ed: 495		153	1	.65	157	1	.63	154	0	.00	147	0	.00	149	0	.00
Hodgeman																
D0227	Jetmore															
Special Ed: 613		258	0	.00	246	0	.00	278	0	.00	279	0	.00	278	0	.00
Clark																
D0219	Minneola															
Special Ed: 613		200	3	1.50	209	0	.00	205	2	.97	209	2	.95	254	0	.00

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

2-36

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Butler															
D0205 Leon															
Special Ed: 490	699	11	1.57	746	7	.93	774	7	.90	816	6	.73	838	0	.00
Butler															
D0490 El Dorado															
Special Ed: 490	2142	45	2.10	2146	48	2.23	2219	45	2.02	2331	0	.00	2354	1	.04
Pawnee															
D0495 Ft Larned															
Special Ed: 495	1202	15	1.24	1168	11	.94	1158	4	.34	1204	7	.58	1205	2	.16
Rooks															
D0270 Plainville															
Special Ed: 325	498	1	.20	502	4	.79	509	1	.19	499	1	.20	490	1	.20
Wilson															
D0387 Altoona-Midway															
Special Ed: 603	398	5	1.25	393	5	1.27	395	2	.50	398	2	.50	398	1	.25
Ellis															
D0388 Ellis															
Special Ed: 489	379	10	2.63	381	7	1.83	385	7	1.81	388	5	1.28	376	1	.26
Barber															
D0255 South Barber															
Special Ed: 605	328	2	.60	327	2	.61	323	1	.30	343	1	.29	364	1	.27
Wallace															
D0241 Wallace County Schoo															
Special Ed: 602	334	3	.89	298	3	1.00	302	1	.33	306	0	.00	311	1	.32
Cloud															
D0334 Southern Cloud															
Special Ed: 379	273	3	1.09	272	3	1.10	271	2	.73	265	1	.37	276	1	.36
Cheyenne															
D0297 St. Francis Comm Sch															
Special Ed: 602	454	1	.22	437	0	.00	444	0	.00	447	0	.00	451	2	.44
Jackson															
D0335 North Jackson															
Special Ed: 336	439	1	.22	433	1	.23	443	2	.45	441	2	.45	436	2	.45

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Edwards															
D0502 Lewis															
Special Ed: 495	192	1	.52	184	1	.54	193	1	.51	201	1	.49	209	1	.47
Edwards															
D0347 Kinsley-Offertle															
Special Ed: 495	427	3	.70	428	0	.00	419	1	.23	417	2	.47	417	2	.47
Jackson															
D0337 Mayetta															
Special Ed: 336	785	5	.63	800	3	.37	809	5	.61	847	4	.47	828	4	.48
Dickinson															
D0393 Solomon															
Special Ed: 305	307	6	1.95	341	6	1.75	335	1	.29	345	1	.28	377	2	.53
Nemaha															
D0442 Nemaha Valley School															
Special Ed: 442	445	7	1.57	465	0	.00	474	5	1.05	504	4	.79	536	3	.55
Woodson															
D0366 Woodson															
Special Ed: 603	594	8	1.34	598	11	1.83	594	7	1.17	647	9	1.39	643	4	.62
Harvey															
D0439 Sedgwick Public Scho															
Special Ed: 618	429	3	.69	415	4	.96	426	3	.70	413	3	.72	408	3	.73
Rice															
D0405 Lyons															
Special Ed: 405	806	12	1.48	824	9	1.09	859	9	1.04	876	7	.79	878	7	.79
Ottawa															
D0240 Twin Valley															
Special Ed: 305	504	4	.79	490	4	.81	487	5	1.02	489	5	1.02	484	4	.82
Greenwood															
D0390 Hamilton															
Special Ed: 253	134	2	1.49	131	3	2.29	114	1	.87	121	2	1.65	117	1	.85
Rooks															
D0271 Stockton															
Special Ed: 325	429	4	.93	422	4	.94	425	4	.94	441	4	.90	457	4	.87

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Elk																
D0283	Elk Valley															
Special Ed:	282	195	1	.51	184	2	1.08	206	1	.48	196	1	.51	227	2	.88
Wallace																
D0242	Weskan															
Special Ed:	602	108	2	1.85	105	1	.95	110	2	1.81	107	2	1.86	109	1	.91
Cowley																
D0462	Central															
Special Ed:	465	413	13	3.14	401	10	2.49	376	8	2.12	381	7	1.83	428	4	.93
Seward																
D0480	Liberal															
Special Ed:	480	3667	44	1.19	3581	35	.97	3696	35	.94	3726	35	.93	3812	38	.99
Allen																
D0256	Marmaton Valley															
Special Ed:	603	324	4	1.23	333	3	.90	360	2	.55	390	3	.76	390	4	1.02
Rice																
D0444	Little River															
Special Ed:	405	390	3	.76	393	5	1.27	396	6	1.51	390	5	1.28	290	3	1.03
Rice																
D0401	Chase															
Special Ed:	405	183	2	1.09	195	2	1.02	193	2	1.03	189	2	1.05	193	2	1.03
Harper																
D0361	Anthony-Harper															
Special Ed:	605	1084	10	.92	1098	9	.81	1116	7	.62	1134	7	.61	1136	12	1.05
Butler																
D0402	Augusta															
Special Ed:	490	1973	42	2.12	1986	52	2.61	2018	45	2.22	2160	27	1.25	2217	24	1.08
Butler																
D0206	Remington-Whitewater															
Special Ed:	490	512	10	1.95	510	10	1.96	511	10	1.95	529	0	.00	551	6	1.08
Gove																
D0292	Grainfield															
Special Ed:	602	211	4	1.89	201	2	.99	193	2	1.03	189	2	1.05	183	2	1.09

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Cowley															
D0471 Dexter															
Special Ed: 465	170	4	2.35	161	3	1.86	151	2	1.32	170	2	1.17	178	2	1.12
Franklin															
D0289 Wellsville															
Special Ed: 614	707	10	1.41	747	9	1.20	780	8	1.02	755	9	1.19	800	9	1.12
Stevens															
D0209 Moscow Public School															
Special Ed: 611	147	3	2.04	169	2	1.18	147	4	2.72	169	2	1.18	177	2	1.12
Hamilton															
D0494 Syracuse															
Special Ed: 611	431	7	1.62	421	6	1.42	444	6	1.35	429	7	1.63	415	5	1.20
Decatur															
D0294 Oberlin															
Special Ed: 602	597	13	2.17	605	10	1.65	624	10	1.60	675	9	1.33	661	8	1.21
Kingman															
D0332 Cunningham															
Special Ed: 605	340	4	1.17	331	6	1.81	327	3	.91	321	5	1.55	329	4	1.21
Logan															
D0274 Oakley															
Special Ed: 602	495	16	3.23	495	17	3.43	521	10	1.91	550	6	1.09	546	7	1.28
Phillips															
D0326 Logan															
Special Ed: 325	246	2	.81	237	2	.84	252	3	1.19	248	2	.80	228	3	1.31
Gray															
D0476 Copeland															
Special Ed: 611	132	6	4.54	132	4	3.03	119	5	4.20	120	1	.83	151	2	1.32
Barton															
D0431 Hoisington															
Special Ed: 428	759	12	1.58	750	10	1.33	777	8	1.02	814	10	1.22	829	11	1.32
Douglas															
D0491 Eudora															
Special Ed: 614	826	20	2.42	847	15	1.77	849	13	1.53	874	13	1.48	891	12	1.34

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

24-2

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Republic															
D0427 Belleville															
Special Ed: 333	646	15	2.32	647	14	2.16	674	12	1.78	688	12	1.74	662	9	1.35
Cherokee															
D0499 Galena															
Special Ed: 250	728	18	2.47	757	10	1.32	760	15	1.97	783	14	1.78	783	11	1.40
Wabaunsee															
D0330 Wabaunsee East															
Special Ed: 330	601	13	2.16	611	17	2.78	600	15	2.50	643	12	1.86	630	9	1.42
Meade															
D0226 Meade															
Special Ed: 613	418	8	1.91	420	1	.23	419	3	.71	417	3	.71	420	6	1.42
Wilson															
D0461 Neodesha															
Special Ed: 607	764	27	3.53	752	21	2.79	744	16	2.15	745	15	2.01	767	11	1.43
Harper															
D0511 Attica															
Special Ed: 605	228	2	.87	223	3	1.34	234	3	1.28	214	4	1.86	205	3	1.46
Pottawatomie															
D0322 Onaga-Havensville-Wh															
Special Ed: 336	428	11	2.57	449	8	1.78	460	8	1.73	455	8	1.75	468	7	1.49
Ottawa															
D0239 North Ottawa County															
Special Ed: 305	678	7	1.03	690	9	1.30	664	11	1.65	694	11	1.58	723	11	1.52
Cherokee															
D0493 Columbus															
Special Ed: 250	1315	24	1.82	1322	22	1.66	1344	19	1.41	1356	17	1.25	1380	21	1.52
Wyandotte															
D0500 Kansas City															
Special Ed: 500	22921	305	1.33	22543	318	1.41	22118	243	1.09	22011	316	1.43	21831	334	1.52
Finney															
D0457 Garden City															
Special Ed: 457	6486	112	1.72	6571	96	1.46	6719	84	1.25	6974	90	1.29	7092	112	1.57

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

2-11

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Pottawatomie															
D0323 Pottawatomie West															
Special Ed: 320	616	13	2.11	622	10	1.60	620	9	1.45	667	8	1.19	689	11	1.59
Barber															
D0254 Barber County No															
Special Ed: 605	829	17	2.05	826	16	1.93	811	18	2.21	800	16	2.00	796	13	1.63
Nehama															
D0441 Sabetha															
Special Ed: 336	1040	20	1.92	1054	17	1.61	1061	24	2.26	1122	18	1.60	1093	18	1.64
Jackson															
D0336 Holton															
Special Ed: 336	965	13	1.34	981	13	1.32	1012	12	1.18	1036	14	1.35	1030	17	1.65
McPherson															
D0419 Canton-Galva															
Special Ed: 418	420	6	1.42	418	7	1.67	429	7	1.63	428	6	1.40	424	7	1.65
Graham															
D0281 Hill City															
Special Ed: 602	549	16	2.91	545	16	2.93	549	17	3.09	552	16	2.89	542	9	1.66
Anderson															
D0479 Crest															
Special Ed: 603	305	11	3.60	291	8	2.74	318	6	1.88	328	7	2.13	358	6	1.67
Kearny															
D0216 Deerfield															
Special Ed: 611	271	6	2.21	269	6	2.23	296	7	2.36	320	6	1.87	352	6	1.70
Harvey															
D0440 Halstead															
Special Ed: 373	745	16	2.14	773	19	2.45	779	14	1.79	801	14	1.74	821	14	1.70
Marion															
D0411 Goessel															
Special Ed: 617	260	8	3.07	254	9	3.54	275	10	3.63	282	9	3.19	278	5	1.79
Gray															
D0477 Ingalls															
Special Ed: 613	268	8	2.98	237	5	2.10	274	5	1.82	286	5	1.74	276	5	1.81

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Butler															
D0385 Andover															
Special Ed: 490	1671	55	3.29	1688	54	3.19	1726	49	2.83	1767	35	1.98	1872	34	1.81
Lane															
D0468 Healy Public Schools															
Special Ed: 602	115	2	1.73	116	2	1.72	112	2	1.78	101	2	1.98	109	2	1.83
Butler															
D0396 Douglass Public Scho															
Special Ed: 490	745	4	.53	757	0	.00	767	7	.91	788	12	1.52	815	15	1.84
Marshall															
D0488 Axtell															
Special Ed: 442	349	4	1.14	350	1	.28	366	7	1.91	358	8	2.23	378	7	1.85
Neosho															
D0101 Erie-St. Paul															
Special Ed: 603	1160	19	1.63	1131	19	1.67	1150	19	1.65	1175	19	1.61	1185	22	1.85
Kearny															
D0215 Akin															
Special Ed: 611	727	4	.55	689	2	.29	697	4	.57	740	5	.67	754	14	1.85
Geary															
D0475 Junction City															
Special Ed: 475	7039	82	1.16	7153	98	1.37	7292	106	1.45	7848	128	1.63	7085	132	1.86
Riley															
D0383 Manhattan															
Special Ed: 383	6238	77	1.23	6354	86	1.35	6513	124	1.90	6696	124	1.85	6748	126	1.86
Mitchell															
D0272 Waconda															
Special Ed: 273	572	10	1.74	597	14	2.34	582	0	.00	605	0	.00	582	11	1.89
Montgomery															
D0436 Caney Valley															
Special Ed: 607	833	18	2.16	802	16	1.99	807	19	2.35	820	18	2.19	838	16	1.90
Kingman															
D0331 Kingman															
Special Ed: 605	1172	34	2.90	1092	28	2.56	1120	25	2.23	1166	27	2.31	1257	24	1.90

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

2.43

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Chautauqua															
D0286 Chautauqua Co Commun															
Special Ed: 282	507	9	1.77	515	11	2.13	506	11	2.17	522	12	2.29	516	10	1.93
Butler															
D0375 Circle															
Special Ed: 490	1240	61	4.91	1309	33	2.52	1319	44	3.33	1343	27	2.01	1389	27	1.94
Rice															
D0376 Sterling															
Special Ed: 405	547	11	2.01	555	11	1.98	580	9	1.55	569	11	1.93	561	11	1.96
Cowley															
D0470 Arkansas City															
Special Ed: 465	3191	66	2.06	3259	69	2.11	3154	65	2.06	3205	67	2.09	3256	64	1.96
Jefferson															
D0338 Valley Falls															
Special Ed: 608	498	30	6.02	506	18	3.55	504	17	3.37	510	17	3.33	506	10	1.97
Ellsworth															
D0328 Lorraine															
Special Ed: 305	517	6	1.16	514	10	1.94	511	10	1.95	557	12	2.15	554	11	1.98
Cherokee															
D0404 Riverton															
Special Ed: 250	735	21	2.85	730	17	2.32	727	14	1.92	745	15	2.01	755	15	1.98
Greenwood															
D0389 Eureka															
Special Ed: 389	765	16	2.09	785	17	2.16	791	19	2.40	824	17	2.06	898	18	2.00
Labelle															
D0505 Chetopa															
Special Ed: 250	327	18	5.50	331	9	2.71	317	12	3.78	308	8	2.59	299	6	2.00
Finney															
D0363 Holcomb															
Special Ed: 611	674	14	2.07	693	14	2.02	687	19	2.76	711	14	1.96	747	15	2.00
Franklin															
D0287 West Franklin															
Special Ed: 620	789	15	1.90	797	15	1.88	816	16	1.96	831	16	1.92	794	16	2.01

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Marion																
D0398	Peabody-Burns															
Special Ed:	617	410	9	2.19	421	9	2.13	420	10	2.38	404	8	1.98	440	9	2.04
Morris																
D0417	Morris County															
Special Ed:	253	1068	15	1.40	1082	12	1.10	1139	15	1.31	1137	20	1.75	1117	23	2.05
Montgomery																
D0447	Cherryvale															
Special Ed:	607	654	16	2.44	659	14	2.12	670	12	1.79	645	10	1.55	629	13	2.06
Greenwood																
D0386	Madison-Virgil															
Special Ed:	253	304	8	2.63	300	3	1.00	298	4	1.34	292	6	2.05	290	6	2.06
Sedgwick																
D0265	Goddard															
Special Ed:	618	1984	47	2.36	2011	39	1.93	2071	45	2.17	2202	38	1.72	2332	49	2.10
Sedgwick																
D0263	Mulvane															
Special Ed:	263	1877	39	2.07	1890	39	2.06	1916	43	2.24	1984	44	2.21	2000	43	2.15
Leavenworth																
D0449	Easton															
Special Ed:	453	665	16	2.40	677	20	2.95	652	16	2.45	653	18	2.75	640	14	2.18
Osage																
D0420	Osage City															
Special Ed:	620	635	13	2.04	627	10	1.59	637	11	1.72	622	13	2.09	640	14	2.18
Shawnee																
D0345	Seaman															
Special Ed:	345	3433	93	2.70	3371	84	2.49	3410	83	2.43	3433	84	2.44	3456	76	2.19
Rush																
D0395	LaCrosse															
Special Ed:	489	378	10	2.64	353	9	2.54	356	9	2.52	362	9	2.48	361	8	2.21
Franklin																
D0290	Ottawa															
Special Ed:	290	2274	32	1.40	2330	44	1.88	2330	13	.55	2394	48	2.00	2387	53	2.22

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

245

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Cherokee															
D0508 Baxter Springs															
Special Ed: 250	932	22	2.36	920	20	2.17	898	23	2.56	892	19	2.13	900	20	2.22
Crawford															
D0247 Cherokee															
Special Ed: 250	829	15	1.80	814	18	2.21	819	19	2.31	834	17	2.03	854	19	2.22
Reno															
D0311 Pretty Prairie															
Special Ed: 610	267	9	3.37	274	9	3.28	307	8	2.60	297	7	2.35	313	7	2.23
Wyandotte															
D0202 Turner															
Special Ed: 202	3980	48	1.20	3984	52	1.30	4004	65	1.62	3996	66	1.65	3841	86	2.23
Shawnee															
D0437 Auburn-Washburn															
Special Ed: 437	3742	131	3.50	3908	128	3.27	4086	129	3.15	4424	134	3.02	4637	104	2.24
Montgomery															
D0445 Coffeyville															
Special Ed: 607	2892	71	2.45	2839	69	2.43	2838	71	2.50	2755	61	2.21	2682	61	2.27
Chase															
D0284 Chase County															
Special Ed: 253	569	2	.35	574	8	1.39	594	14	2.35	581	13	2.23	570	13	2.28
Rooks															
D0269 Palco															
Special Ed: 325	195	5	2.56	188	5	2.65	197	6	3.04	191	4	2.09	174	4	2.29
Wabaunsee															
D0329 Alma															
Special Ed: 320	539	24	4.45	561	26	4.63	578	22	3.80	615	19	3.08	604	14	2.31
Bourbon															
D0235 Uniontown															
Special Ed: 250	499	12	2.40	524	13	2.48	500	13	2.60	509	14	2.75	473	11	2.32
Cowley															
D0463 Udall															
Special Ed: 465	370	9	2.43	377	2	.53	400	11	2.75	417	12	2.87	429	10	2.33

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

2-46

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Doniphan															
D0429 Troy Public Schools															
Special Ed: 616	403	6	1.48	393	6	1.52	397	9	2.26	439	11	2.50	467	11	2.35
Allen															
D0258 Humboldt															
Special Ed: 603	658	16	2.43	670	16	2.38	621	11	1.77	646	14	2.16	635	15	2.36
Osage															
D0454 Burlingame Public Sc															
Special Ed: 620	351	13	3.70	358	12	3.35	341	9	2.63	358	12	3.35	380	9	2.36
Lincoln															
D0299 Sylvan Grove															
Special Ed: 273	220	7	3.18	226	7	3.09	212	0	.00	221	0	.00	211	5	2.36
Harvey															
D0369 Burrton															
Special Ed: 618	294	4	1.36	309	4	1.29	288	4	1.38	294	7	2.38	294	7	2.38
Lincoln															
D0298 Lincoln															
Special Ed: 273	454	9	1.98	438	11	2.51	422	0	.00	424	0	.00	419	10	2.38
Jefferson															
D0343 Perry Public Schools															
Special Ed: 608	896	20	2.23	907	17	1.87	968	25	2.58	964	28	2.90	960	23	2.39
Barton															
D0355 Ellinwood															
Special Ed: 428	579	17	2.93	580	16	2.75	573	15	2.61	588	14	2.38	581	14	2.40
Sedgwick															
D0268 Cheney															
Special Ed: 618	558	12	2.15	559	13	2.32	592	18	3.04	613	18	2.93	652	16	2.45
Marshall															
D0380 Vermillion															
Special Ed: 442	610	17	2.78	621	5	.80	642	17	2.64	643	14	2.17	651	16	2.45
Republic															
D0455 Hillcrest Rural Scho															
Special Ed: 333	137	8	5.83	143	6	4.19	144	6	4.16	151	4	2.64	162	4	2.46

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Lyon																
D0251	North Lyon County															
Special Ed:	253	711	11	1.54	733	13	1.77	748	14	1.87	776	16	2.06	768	19	2.47
Osage																
D0421	Lyndon															
Special Ed:	620	373	5	1.34	420	7	1.66	417	6	1.43	451	10	2.21	474	12	2.53
Stafford																
D0350	St.John-Hudson															
Special Ed:	350	450	18	4.00	453	14	3.09	463	11	2.37	470	11	2.34	472	12	2.54
Jefferson																
D0339	Jefferson Co North															
Special Ed:	608	432	18	4.16	473	12	2.53	458	11	2.40	471	13	2.76	470	12	2.55
Osage																
D0434	Santa Fe Trail															
Special Ed:	620	1267	28	2.20	1274	31	2.43	1315	30	2.28	1306	38	2.90	1317	34	2.58
Lane																
D0482	Dighton															
Special Ed:	613	375	0	.00	402	7	1.74	411	0	.00	422	10	2.36	424	11	2.59
Crawford																
D0246	Northeast															
Special Ed:	250	609	16	2.62	612	17	2.77	587	13	2.21	598	16	2.67	613	16	2.61
Marion																
D0410	Durham-Hillsboro-Leh															
Special Ed:	617	606	19	3.13	617	16	2.59	655	16	2.44	643	14	2.17	650	17	2.61
Ford																
D0459	Bucklin															
Special Ed:	613	307	0	.00	310	7	2.25	344	6	1.74	363	8	2.20	376	10	2.65
Wilson																
D0484	Fredonia															
Special Ed:	607	895	22	2.45	918	26	2.83	895	25	2.79	926	22	2.37	934	25	2.67
Logan																
D0275	Triplains															
Special Ed:	602	121	3	2.47	113	2	1.76	121	2	1.65	127	3	2.36	112	3	2.67

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

BH-2

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Riley															
D0384 Blue Valley															
Special Ed: 379	266	3	1.12	284	4	1.40	298	4	1.34	295	6	2.03	298	8	2.68
Stafford															
D0351 Macksville															
Special Ed: 350	310	5	1.61	298	6	2.01	301	6	1.99	295	8	2.71	296	8	2.70
Comanche															
D0300 Comanche County															
Special Ed: 300	442	5	1.13	431	4	.92	449	8	1.78	447	9	2.01	443	12	2.70
Leavenworth															
D0469 Lansing															
Special Ed: 453	1605	54	3.36	1650	62	3.75	1706	54	3.16	1770	46	2.59	1863	51	2.73
Kiowa															
D0422 Greensburg															
Special Ed: 300	435	10	2.29	418	8	1.91	403	8	1.98	403	9	2.23	365	10	2.73
Decatur															
D0295 Prairie Heights															
Special Ed: 325	133	1	.75	128	3	2.34	105	2	1.90	110	2	1.81	109	3	2.75
Jewell															
D0279 Jewell															
Special Ed: 273	209	6	2.87	206	8	3.88	211	0	.00	207	0	.00	218	6	2.75
Norton															
D0213 West Solomon Valley															
Special Ed: 325	119	2	1.68	116	1	.86	110	2	1.81	99	2	2.02	109	3	2.75
Dickinson															
D0481 Rural Vista															
Special Ed: 305	384	8	2.08	374	4	1.06	382	7	1.83	389	8	2.05	398	11	2.76
Clay															
D0379 Clay Center															
Special Ed: 379	1625	41	2.52	1596	49	3.07	1677	40	2.38	1716	45	2.62	1731	48	2.77
Reno															
D0310 Fairfield															
Special Ed: 610	483	18	3.72	499	21	4.20	472	18	3.81	493	20	4.05	468	13	2.77

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Doniphan															
D0486 Elwood															
Special Ed: 616	242	8	3.30	262	9	3.43	239	8	3.34	235	5	2.12	251	7	2.78
Morton															
D0217 Rolla															
Special Ed: 611	213	5	2.34	222	5	2.25	215	5	2.32	202	6	2.97	214	6	2.80
Smith															
D0237 Smith Center															
Special Ed: 325	664	11	1.65	669	11	1.64	644	13	2.01	653	13	1.99	641	18	2.80
Doniphan															
D0406 Wathena															
Special Ed: 616	512	17	3.32	512	15	2.92	530	18	3.39	536	15	2.79	533	15	2.81
Dickinson															
D0487 Herington															
Special Ed: 305	606	26	4.29	599	26	4.34	565	21	3.71	604	19	3.14	603	17	2.81
Coffey															
D0244 Burlington															
Special Ed: 244	866	15	1.73	883	23	2.60	909	25	2.75	958	24	2.50	991	28	2.82
Atchison															
D0377 Atchison Co Comm Sch															
Special Ed: 608	847	33	3.89	810	21	2.59	779	26	3.33	806	22	2.72	813	23	2.82
Pottawatomie															
D0320 Wamego															
Special Ed: 320	1288	35	2.71	1325	45	3.39	1348	47	3.48	1374	45	3.27	1408	40	2.84
Sherman															
D0352 Goodland															
Special Ed: 602	1292	35	2.70	1296	32	2.46	1224	34	2.77	1233	32	2.59	1266	36	2.84
Linn															
D0346 Jayhawk															
Special Ed: 368	565	23	4.07	572	20	3.49	543	21	3.86	568	19	3.34	562	16	2.84
Miami															
D0368 Paola															
Special Ed: 368	1597	64	4.00	1651	76	4.60	1688	80	4.73	1706	87	5.09	1753	50	2.85

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Grant															
D0214 Ulysses															
Special Ed: 611	1633	50	3.06	1667	55	3.29	1697	45	2.65	1760	52	2.95	1775	51	2.87
Rawlins															
D0318 Atwood															
Special Ed: 602	492	10	2.03	503	9	1.78	522	8	1.53	509	11	2.16	486	14	2.88
Mitchell															
D0273 Beloit															
Special Ed: 273	821	23	2.80	810	30	3.70	847	0	.00	813	0	.00	826	24	2.90
Linn															
D0344 Pleasanton															
Special Ed: 368	427	10	2.34	447	12	2.68	438	9	2.05	422	9	2.13	445	13	2.92
Lyon															
D0252 Southern Lyon County															
Special Ed: 253	524	7	1.33	554	6	1.08	568	11	1.93	608	17	2.79	615	18	2.92
Elk															
D0282 West Elk															
Special Ed: 282	443	13	2.93	475	13	2.73	480	11	2.29	464	12	2.58	478	14	2.92
Pottawatomie															
D0321 Kaw Valley															
Special Ed: 321	1068	37	3.46	1016	30	2.95	1041	30	2.88	1059	31	2.92	1089	32	2.93
Sedgwick															
D0266 Maize															
Special Ed: 618	2037	64	3.14	2304	73	3.16	2587	76	2.93	2933	91	3.10	3369	99	2.93
Morton															
D0218 Elkhart															
Special Ed: 611	615	11	1.78	585	12	2.05	593	12	2.02	574	14	2.43	578	17	2.94
Rush															
D0403 Otis-Bison															
Special Ed: 428	351	8	2.27	360	8	2.22	377	8	2.12	381	10	2.62	373	11	2.94
Crawford															
D0249 Frontenac Public Sch															
Special Ed: 250	445	20	4.49	496	19	3.83	502	16	3.18	511	16	3.13	540	16	2.96

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

2-51

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Washington															
D0224 Republican Valley															
Special Ed: 333	400	7	1.75	402	9	2.23	408	12	2.94	425	11	2.58	399	12	3.00
Harvey															
D0373 Newton															
Special Ed: 373	3348	135	4.03	3353	124	3.69	3360	109	3.24	3444	109	3.16	3577	108	3.01
Saline															
D0305 Salina															
Special Ed: 305	7069	187	2.64	7138	205	2.87	7363	224	3.04	7506	218	2.90	7712	234	3.03
Ellsworth															
D0327 Ellsworth															
Special Ed: 305	755	20	2.64	776	20	2.57	798	21	2.63	795	21	2.64	882	27	3.06
Sumner															
D0358 Oxford															
Special Ed: 619	424	9	2.12	439	9	2.05	455	10	2.19	470	10	2.12	457	14	3.06
Lafayette															
D0506 Lafayette County															
Special Ed: 250	1681	36	2.14	1688	50	2.96	1667	48	2.87	1723	52	3.01	1760	54	3.06
McPherson															
D0400 Lindsborg															
Special Ed: 418	854	30	3.51	889	31	3.48	856	27	3.15	892	27	3.02	908	28	3.08
Barton															
D0428 Great Bend															
Special Ed: 428	3411	71	2.08	3491	65	1.86	3462	53	1.53	3530	91	2.57	3597	111	3.08
Saline															
D0306 Southeast of Saline															
Special Ed: 305	634	19	2.99	602	23	3.82	607	24	3.95	611	24	3.92	615	19	3.08
Stevens															
D0210 Hugoton Public School															
Special Ed: 611	948	19	2.00	931	24	2.57	974	28	2.87	1045	31	2.96	1068	33	3.08
Gove															
D0293 Quinter Public School															
Special Ed: 602	365	19	5.20	374	19	5.08	387	17	4.39	371	15	4.04	385	12	3.11

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Sedgwick															
D0260 Derby															
Special Ed: 260	5699	206	3.61	6021	209	3.47	6237	204	3.27	6263	204	3.25	6317	197	3.11
Reno															
D0312 Haven Public Schools															
Special Ed: 610	1175	44	3.74	1206	51	4.22	1245	53	4.25	1268	43	3.39	1183	37	3.12
Leavenworth															
D0458 Basehor-Linwood															
Special Ed: 453	1193	28	2.34	1264	33	2.61	1300	37	2.84	1393	41	2.94	1470	46	3.12
ALL State Total															
Special Ed: ALL	426596	12485	2.92	430864	13000	3.01	437034	13171	3.01	445390	13410	3.01	448911	14052	3.13
Anderson															
D0365 Garnett															
Special Ed: 368	1025	36	3.51	1029	36	3.49	1069	39	3.64	1090	36	3.30	1084	34	3.13
Scott															
D0466 Scott County															
Special Ed: 611	1119	34	3.03	1108	34	3.06	1089	29	2.66	1113	33	2.96	1115	35	3.13
Johnson															
D0231 Gardner-Edgerton-Ant															
Special Ed: 231	1728	37	2.14	1698	42	2.47	1714	48	2.80	1764	49	2.77	1813	57	3.14
Lyon															
D0253 Emporia															
Special Ed: 253	4744	81	1.70	4778	101	2.11	4920	140	2.84	4990	148	2.96	4941	156	3.15
Pratt															
D0382 Pratt															
Special Ed: 605	1415	60	4.24	1408	0	.00	1407	47	3.34	1391	45	3.23	1392	44	3.16
Labette															
D0504 Oswego															
Special Ed: 250	502	9	1.79	480	8	1.66	495	9	1.81	489	12	2.45	471	15	3.18
Coffey															
D0243 Lebo-Waverly															
Special Ed: 244	528	10	1.89	510	13	2.54	529	13	2.45	557	16	2.87	562	18	3.20

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Leavenworth															
D0453 Leavenworth															
Special Ed: 453	4451	130	2.92	4479	134	2.99	4431	136	3.06	4408	118	2.67	4368	140	3.20
Jewell															
D0278 Mankato															
Special Ed: 273	312	8	2.56	306	8	2.61	297	0	.00	290	0	.00	312	10	3.20
Crawford															
D0248 Girard															
Special Ed: 250	1146	31	2.70	1120	31	2.76	1140	34	2.98	1152	34	2.95	1153	37	3.20
Haskell															
D0507 Satanta															
Special Ed: 611	386	9	2.33	372	12	3.22	386	15	3.88	390	14	3.58	373	12	3.21
Allen															
D0257 Iola															
Special Ed: 603	1817	81	4.45	1860	76	4.08	1904	76	3.99	1852	60	3.23	1858	60	3.22
Dickinson															
D0435 Abilene															
Special Ed: 305	1456	60	4.12	1413	57	4.03	1433	53	3.69	1471	49	3.33	1516	49	3.23
Montgomery															
D0446 Independence															
Special Ed: 607	2429	63	2.59	2467	68	2.75	2434	72	2.95	2439	87	3.56	2353	77	3.27
Crawford															
D0250 Pittsburg															
Special Ed: 250	2853	105	3.68	2910	103	3.53	2987	102	3.41	3076	105	3.41	3071	101	3.28
Johnson															
D0512 Shawnee Mission															
Special Ed: 512	30171	932	3.08	30235	983	3.25	30619	955	3.11	30994	1072	3.45	31534	1038	3.29
Miami															
D0367 Osawatomie															
Special Ed: 368	1160	35	3.01	1161	34	2.92	1175	34	2.89	1166	29	2.48	849	28	3.29
Norton															
D0211 Norton Community Sch															
Special Ed: 325	738	16	2.16	751	19	2.52	756	20	2.64	778	24	3.08	757	25	3.30

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2.54

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Smith															
D0238 West Smith County															
Special Ed: 325	221	11	4.97	220	12	5.45	205	12	5.85	202	9	4.45	210	7	3.33
Atchison															
D0409 Atchison Public Scho															
Special Ed: 409	1778	47	2.64	1801	52	2.88	1771	56	3.16	1769	55	3.10	1763	59	3.34
Sumner															
D0353 Wellington															
Special Ed: 353	2026	69	3.40	2003	60	2.99	2027	79	3.89	2120	82	3.86	2110	71	3.36
Wichita															
D0467 Leoti															
Special Ed: 611	594	24	4.04	607	23	3.78	600	17	2.83	617	19	3.07	624	21	3.36
Osage															
D0456 Marais Des Cygnes Va															
Special Ed: 620	324	6	1.85	305	9	2.95	320	10	3.12	302	9	2.98	296	10	3.37
Russell															
D0407 Russell County															
Special Ed: 407	1313	44	3.35	1265	37	2.92	1251	31	2.47	1210	37	3.05	1240	42	3.38
Dickinson															
D0473 Chapman															
Special Ed: 305	1282	23	1.79	1252	31	2.47	1253	32	2.55	1281	30	2.34	1299	44	3.38
Miami															
D0416 Louisburg															
Special Ed: 368	1093	48	4.39	1126	42	3.73	1151	42	3.64	1163	46	3.95	1151	39	3.38
Doniphan															
D0433 Midway Schools															
Special Ed: 616	222	3	1.35	215	3	1.39	202	6	2.97	218	5	2.29	206	7	3.39
Washington															
D0222 Washington Schools															
Special Ed: 379	437	19	4.34	437	21	4.80	436	19	4.35	402	15	3.73	409	14	3.42
Sumner															
D0357 Belle Plaine															
Special Ed: 619	702	12	1.70	735	16	2.17	744	19	2.55	772	24	3.10	776	27	3.47

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Reno																
D0309	Nickerson															
Special Ed:	610	1537	64	4.16	1479	63	4.25	1489	66	4.43	1453	56	3.85	1436	50	3.48
Sedgwick																
D0259	Wichita															
Special Ed:	259	47107	1321	2.80	47251	1524	3.22	47222	1560	3.30	48109	1457	3.02	47797	1665	3.48
Neosho																
D0413	Chanute Public Schoo															
Special Ed:	603	1985	79	3.97	1942	70	3.60	1989	72	3.61	2073	71	3.42	2046	72	3.51
Nemaha																
D0451	B & B															
Special Ed:	442	222	12	5.40	231	4	1.73	248	8	3.22	248	9	3.62	255	9	3.52
Sheridan																
D0412	Hoxie Community Scho															
Special Ed:	602	538	22	4.08	546	20	3.66	529	18	3.40	534	21	3.93	510	18	3.52
Shawnee																
D0501	Topeka Public School															
Special Ed:	501	14967	451	3.01	14859	464	3.12	15097	494	3.27	14929	505	3.38	14805	523	3.53
Marion																
D0408	Marion															
Special Ed:	617	579	20	3.45	597	21	3.51	612	24	3.92	615	21	3.41	651	23	3.53
McPherson																
D0423	Moundridge															
Special Ed:	418	436	21	4.81	449	23	5.12	473	19	4.01	469	20	4.26	481	17	3.53
Shawnee																
D0450	Shawnee Heights															
Special Ed:	450	3445	109	3.16	3429	113	3.29	3480	113	3.24	3478	119	3.42	3503	124	3.53
Phillips																
D0324	Eastern Heights															
Special Ed:	325	173	6	3.46	166	7	4.21	171	8	4.67	179	9	5.02	169	6	3.55
Trego																
D0208	Wakeeney															
Special Ed:	602	632	46	7.27	660	26	3.93	648	21	3.24	623	17	2.72	675	24	3.55

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

		Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
		Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Bourbon																
D0234	Fl Scott															
Special Ed:	234	2161	81	3.74	2155	87	4.03	2111	80	3.78	2149	76	3.53	2193	78	3.55
Reno																
D0308	Hutchinson Public Sc															
Special Ed:	308	5188	191	3.68	5212	183	3.51	5252	180	3.42	5239	180	3.43	5320	190	3.57
Douglas																
D0348	Baldwin City															
Special Ed:	614	978	30	3.06	1003	31	3.09	1042	30	2.87	1107	30	2.71	1147	41	3.57
Ford																
D0443	Dodge City															
Special Ed:	613	4447	111	2.49	4372	120	2.74	4340	158	3.64	4449	176	3.95	4482	161	3.59
Johnson																
D0232	De Soto															
Special Ed:	232	1721	50	2.90	1786	50	2.79	1792	59	3.29	1861	54	2.90	1864	67	3.59
Stafford																
D0349	Stafford															
Special Ed:	350	306	9	2.94	286	9	3.14	296	8	2.70	297	9	3.03	305	11	3.60
Coffey																
D0245	Leroy-Gridley															
Special Ed:	244	319	2	.62	334	4	1.19	365	6	1.64	358	7	1.95	359	13	3.62
Seward																
D0483	Kismet-Plains															
Special Ed:	613	590	30	5.08	597	20	3.35	617	24	3.88	630	21	3.33	631	23	3.64
Riley																
D0378	Riley County															
Special Ed:	379	557	13	2.33	577	11	1.90	614	14	2.28	597	16	2.68	630	23	3.65
Cloud																
D0333	Concordia															
Special Ed:	333	1414	47	3.32	1410	47	3.33	1392	48	3.44	1412	53	3.75	1390	51	3.66
Sedgwick																
D0262	Valley Center															
Special Ed:	618	2000	70	3.50	2083	81	3.88	2141	100	4.67	2174	90	4.13	2247	83	3.69

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2.57

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Greeley															
D0200 Greeley County															
Special Ed: 611	360	5	1.38	367	6	1.63	383	8	2.08	350	14	4.00	377	14	3.71
Ellis															
D0432 Victoria															
Special Ed: 489	411	14	3.40	413	16	3.87	412	17	4.12	406	17	4.18	402	15	3.73
Leavenworth															
D0207 Ft Leavenworth															
Special Ed: 453	1755	89	5.07	1881	76	4.04	1897	69	3.63	1892	67	3.54	1919	72	3.75
Sumner															
D0509 South Haven															
Special Ed: 619	231	1	.43	243	1	.41	234	0	.00	232	9	3.87	239	9	3.76
Franklin															
D0288 Central Heights															
Special Ed: 368	518	27	5.21	541	28	5.17	569	27	4.74	580	23	3.96	607	23	3.78
Kiowa															
D0474 Haviland Public Scho															
Special Ed: 300	165	4	2.42	166	4	2.40	187	6	3.20	178	8	4.49	181	7	3.86
Marshall															
D0364 Marysville															
Special Ed: 364	963	23	2.38	1033	28	2.71	1031	30	2.90	1027	38	3.70	1080	42	3.88
Jewell															
D0104 White Rock															
Special Ed: 273	207	6	2.89	186	8	4.30	180	0	.00	188	0	.00	179	7	3.91
Thomas															
D0314 Brewster															
Special Ed: 602	157	8	5.09	148	8	5.40	160	8	5.00	147	3	2.04	153	6	3.92
Brown															
D0430 Brown County															
Special Ed: 615	657	24	3.65	669	23	3.43	691	17	2.46	711	23	3.23	686	27	3.93
Johnson															
D0230 Spring Hill															
Special Ed: 230	1285	55	4.28	1294	58	4.48	1300	53	4.07	1270	52	4.09	1282	51	3.97

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Barton															
D0354 Claflin															
Special Ed: 428	247	8	3.23	256	5	1.95	281	5	1.77	302	14	4.63	320	13	4.06
Phillips															
D0325 Phillipsburg															
Special Ed: 325	759	14	1.84	737	19	2.57	714	29	4.06	728	31	4.25	742	31	4.17
Graham															
D0280 West Graham-Morland															
Special Ed: 602	132	3	2.27	127	2	1.57	118	2	1.69	123	2	1.62	119	5	4.20
Stanton															
D0452 Stanton County															
Special Ed: 611	547	20	3.65	555	26	4.68	549	22	4.00	562	21	3.73	546	23	4.21
Jefferson															
D0342 McLouth															
Special Ed: 608	526	15	2.85	540	21	3.88	546	21	3.84	558	21	3.76	561	24	4.27
Sedgwick															
D0261 Haysville															
Special Ed: 261	3332	160	4.80	3423	163	4.76	3550	161	4.53	3601	160	4.44	3610	155	4.29
Sedgwick															
D0267 Renwick															
Special Ed: 618	1458	43	2.94	1447	50	3.45	1460	51	3.49	1491	55	3.68	1277	55	4.30
Jefferson															
D0340 Jefferson West															
Special Ed: 608	750	47	6.26	728	32	4.39	748	43	5.74	779	42	5.39	801	35	4.36
Thomas															
D0316 Golden Plains															
Special Ed: 602	151	4	2.64	151	3	1.98	150	5	3.33	166	6	3.61	159	7	4.40
Marshall															
D0498 Valley Heights															
Special Ed: 364	432	7	1.62	446	8	1.79	461	12	2.60	472	13	2.75	450	20	4.44
Chautauqua															
D0285 Cedar Vale															
Special Ed: 465	207	10	4.83	208	10	4.80	200	7	3.50	189	7	3.70	180	8	4.44

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2-59

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Linn															
D0362 Prairie View															
Special Ed: 368	848	32	3.77	862	34	3.94	846	32	3.78	884	40	4.52	895	40	4.46
Republic															
D0426 Pike Valley															
Special Ed: 333	257	6	2.33	274	6	2.18	304	9	2.96	300	16	5.33	290	13	4.48
Marion															
D0397 Centre															
Special Ed: 617	311	7	2.25	324	10	3.08	321	13	4.04	300	13	4.33	288	13	4.51
Gove															
D0291 Grinnell Public Scho															
Special Ed: 602	150	6	4.00	153	5	3.26	151	2	1.32	159	3	1.88	155	7	4.51
Leavenworth															
D0464 Tonganoxie															
Special Ed: 453	1318	30	2.27	1369	44	3.21	1413	45	3.18	1488	55	3.69	1525	69	4.52
Johnson															
D0229 Blue Valley															
Special Ed: 229	7673	368	4.79	8572	394	4.59	9433	449	4.75	10169	453	4.45	11024	506	4.58
Cowley															
D0465 Winfield															
Special Ed: 465	2363	115	4.86	2480	130	5.24	2506	136	5.42	2540	127	5.00	2609	121	4.63
Washington															
D0223 Barnes															
Special Ed: 379	415	21	5.06	417	22	5.27	410	20	4.87	402	18	4.47	406	19	4.67
Norton															
D0212 Northern Valley															
Special Ed: 325	195	8	4.10	189	11	5.82	198	13	6.56	197	10	5.07	192	9	4.68
Sumner															
D0356 Conway Springs															
Special Ed: 618	490	5	1.02	477	8	1.67	502	16	3.18	486	17	3.49	498	24	4.81
McPherson															
D0448 Inman															
Special Ed: 418	422	20	4.73	427	16	3.74	458	18	3.93	463	20	4.31	474	23	4.85

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09/20

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Meade															
D0225 Fowler															
Special Ed: 613	166	17	10.24	150	17	11.33	160	13	8.12	158	11	6.96	162	8	4.93
Ellis															
D0489 Hays															
Special Ed: 489	3481	136	3.90	3548	178	5.01	3577	167	4.66	3592	174	4.84	3552	176	4.95
Osborne															
D0392 Osborne County															
Special Ed: 325	503	12	2.38	477	18	3.77	483	19	3.93	498	20	4.01	517	26	5.02
Johnson															
D0233 Olathe															
Special Ed: 233	13296	569	4.27	13974	778	5.56	14870	698	4.69	15356	682	4.44	15885	799	5.02
McPherson															
D0418 McPherson															
Special Ed: 418	2423	93	3.83	2501	127	5.07	2566	137	5.33	2685	135	5.02	2758	143	5.18
Wyandotte															
D0204 Bonner Springs															
Special Ed: 500	2165	118	5.45	2134	103	4.82	2140	110	5.14	2194	117	5.33	2128	111	5.21
Gray															
D0102 Cimarron-Ensign															
Special Ed: 613	578	22	3.80	588	26	4.42	585	31	5.29	576	30	5.20	590	32	5.42
Reno															
D0313 Buhler															
Special Ed: 610	2222	149	6.70	2203	143	6.49	2246	145	6.45	2231	140	6.27	2233	123	5.50
Haskell															
D0374 Sublette															
Special Ed: 611	527	17	3.22	527	22	4.17	497	26	5.23	507	27	5.32	529	30	5.67
Thomas															
D0315 Colby Public Schools															
Special Ed: 602	1253	56	4.46	1298	59	4.54	1290	67	5.19	1341	73	5.44	1320	75	5.68
Sedgwick															
D0264 Clearwater															
Special Ed: 618	987	36	3.64	1005	39	3.88	991	40	4.03	1057	50	4.73	1052	60	5.70

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REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Washington															
D0221 North Central															
Special Ed: 333	183	5	2.73	189	10	5.29	188	12	6.38	186	12	6.45	175	10	5.71
Cheyenne															
D0103 Cheylin															
Special Ed: 602	219	9	4.10	219	8	3.65	237	8	3.37	230	11	4.78	225	13	5.77
Saline															
D0307 Ell-Saline															
Special Ed: 305	362	15	4.14	370	17	4.59	382	19	4.97	399	20	5.01	392	23	5.86
Gray															
D0371 Montezuma															
Special Ed: 611	230	8	3.47	223	10	4.48	202	9	4.45	203	11	5.41	169	10	5.91
Labelle															
D0503 Parsons															
Special Ed: 607	2035	98	4.81	2003	117	5.84	1930	107	5.54	1983	114	5.74	1989	120	6.03
Jefferson															
D0341 Oskaloosa Public Sch															
Special Ed: 608	546	25	4.57	570	23	4.03	587	25	4.25	649	39	6.00	710	43	6.05
Doniphan															
D0425 Highland															
Special Ed: 616	296	11	3.71	283	7	2.47	314	15	4.77	297	16	5.38	294	18	6.12
Kiowa															
D0424 Mullinville															
Special Ed: 300	123	5	4.06	118	4	3.38	97	5	5.15	110	5	4.54	97	6	6.18
Rawlins															
D0317 Herndon															
Special Ed: 602	80	7	8.75	75	5	6.66	78	3	3.84	82	4	4.87	79	5	6.32
Sumner															
D0359 Argonia Public Schoo															
Special Ed: 619	222	11	4.95	234	16	6.83	227	15	6.60	226	14	6.19	235	15	6.38
Brown															
D0415 Hiawatha															
Special Ed: 615	1206	55	4.56	1268	46	3.62	1250	57	4.56	1270	68	5.35	1283	84	6.54

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

REPORT OF PERCENTAGE OF STUDENTS IN GIFTED EDUCATION, BY DISTRICT, FISCAL YEARS 89 THROUGH 93*

Based on the Public School Headcount Enrollment and the December 1 Special Education Childcount for each fiscal year.

	Fiscal Year 89			Fiscal Year 90			Fiscal Year 91			Fiscal Year 92			Fiscal Year 93		
	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%	Reg Enrl	GI Cnt	%
Douglas															
D0497 Lawrence															
Special Ed: 497	8265	648	7.84	8458	696	8.22	8826	674	7.63	8952	640	7.14	9119	663	7.27
Russell															
D0399 Paradise															
Special Ed: 325	176	6	3.40	178	14	7.86	163	16	9.81	149	11	7.38	145	11	7.58
Wyandotte															
D0203 Piper															
Special Ed: 500	1014	50	4.93	1054	0	.00	1127	59	5.23	1178	87	7.38	1198	97	8.09
Harvey															
D0460 Hesston															
Special Ed: 373	763	62	8.12	749	57	7.61	785	57	7.26	798	59	7.39	811	67	8.26
Sumner															
D0360 Caldwell															
Special Ed: 619	320	17	5.31	343	23	6.70	330	24	7.27	324	26	8.02	338	29	8.57
Clark															
D0220 Ashland															
Special Ed: 613	255	18	7.05	257	17	6.61	282	20	7.09	285	22	7.71	277	24	8.66
Pratt															
D0438 Skyline Schools															
Special Ed: 605	387	24	6.20	378	0	.00	371	26	7.00	368	31	8.42	353	31	8.78
Shawnee															
D0372 Silver Lake															
Special Ed: 372	617	34	5.51	627	42	6.69	605	47	7.76	647	62	9.58	673	68	10.10

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students.

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 4, 1993

TO: House Education Committee
Senate Education Committee

FROM: Dale M. Dennis, Asst. Commissioner
Division of Fiscal Services and Quality Control

SUBJECT: Gifted Teachers and Paraprofessionals

Tables I and II provide the number of gifted teachers and paraprofessionals employed by local education agencies for school years 1988-89 through 1992-93 as well as the percentage increase/decrease for the same years.

TABLE I

- * The number of gifted teaching units has varied from a low of 373.04 to a high of 409.56 over the past five years. The number of units in 1992-93 was 397.20.
- * There was a decline of 17.29 in the number of teaching units during the 1991-92 school year. There was also a reduction in state aid per teaching unit for special education.

TABLE II

- * The number of gifted paraprofessional teaching units varied from a low of 89.67 to a high of 111.80 in the 1992-93 school year.
- * There was a decline of 1.42 paraprofessionals in 1991-92 along with a reduction in state special education aid during that same year.
- * The largest increase in paraprofessionals was 13.21 during the 1992-93 school year.

GIFTED TEACHERS AND PARAPROFESSIONALS
1988-89 THROUGH 1992-93

TABLE I

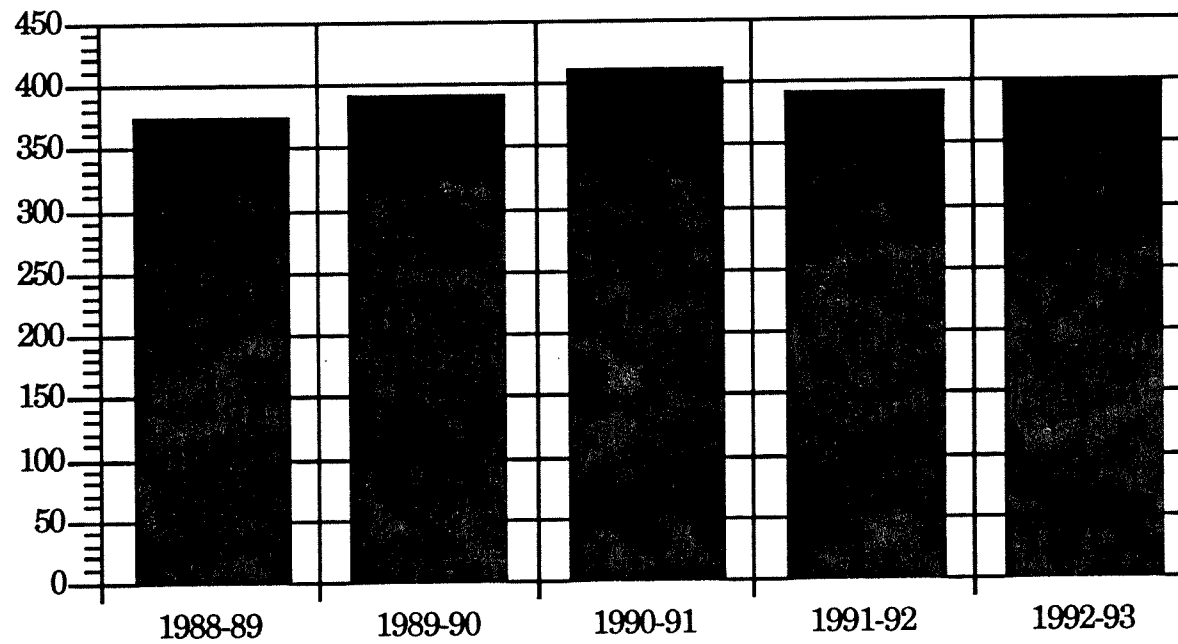
	Total FTE Gifted <u>Teaching Units</u>	<u>Difference</u>	Percentage <u>Inc./Dec.</u>
1988-89	373.04		
1989-90	390.86	17.82	4.8
1990-91	409.56	18.70	4.8
1991-92	392.27	(17.29)	(4.2)
1992-93	397.20	4.93	1.3

TABLE II

	Total FTE Gifted Paraprofessional* <u>Teaching Units</u>	<u>Difference</u>	Percentage <u>Inc./Dec.</u>
1988-89	89.67		
1989-90	99.06	9.39	10.5
1990-91	100.01	.95	1.0
1991-92	98.59	(1.42)	(1.4)
1992-93	111.80	13.21	13.4

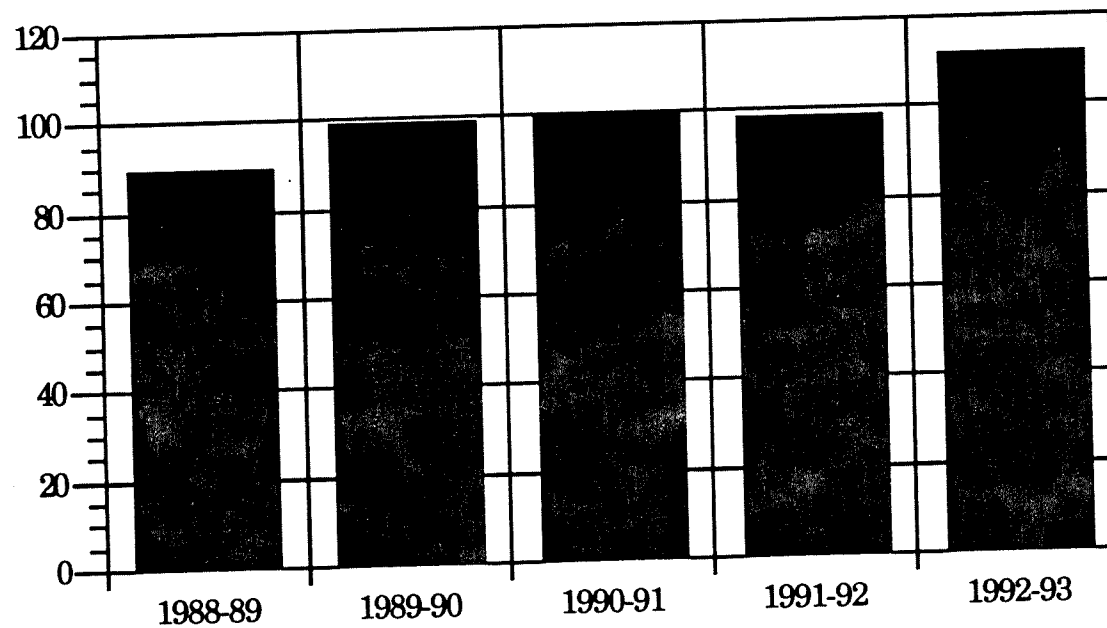
*Funding would be a 0.4 of the amount shown.

Table I
Total FTE Gifted Teaching Units



2.66

Table II
Total FTE Gifted Paraprofessional* Teaching Units



⁶⁷ *Kansas State Board of Education*

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 4, 1993

TO: House Education Committee
Senate Education Committee

FROM: Dale M. Dennis, Asst. Commissioner
Division of Fiscal Services and Quality Control

SUBJECT: Number of Gifted Teaching Units for State Aid Purposes

Table III provides the number of gifted teachers and paraprofessionals on which local education agencies received reimbursement for school years 1988-89 through 1992-93. Gifted teachers are reimbursed based upon their FTE while paraprofessionals are reimbursed at 0.4 of their FTE. We have also provided the percentage increase/decrease for the same years.

- * The total number of FTE gifted teaching units has varied from 408.91 to a high of 449.56 during the 1990-91 school year.
- * There was a decrease of 17.85 gifted teaching units for state aid funding purposes during the 1991-92 school year.

TABLE III

GIFTED TEACHERS AND PARAPROFESSIONALS*
(For State Aid Purposes)
1988-89 THROUGH 1992-93

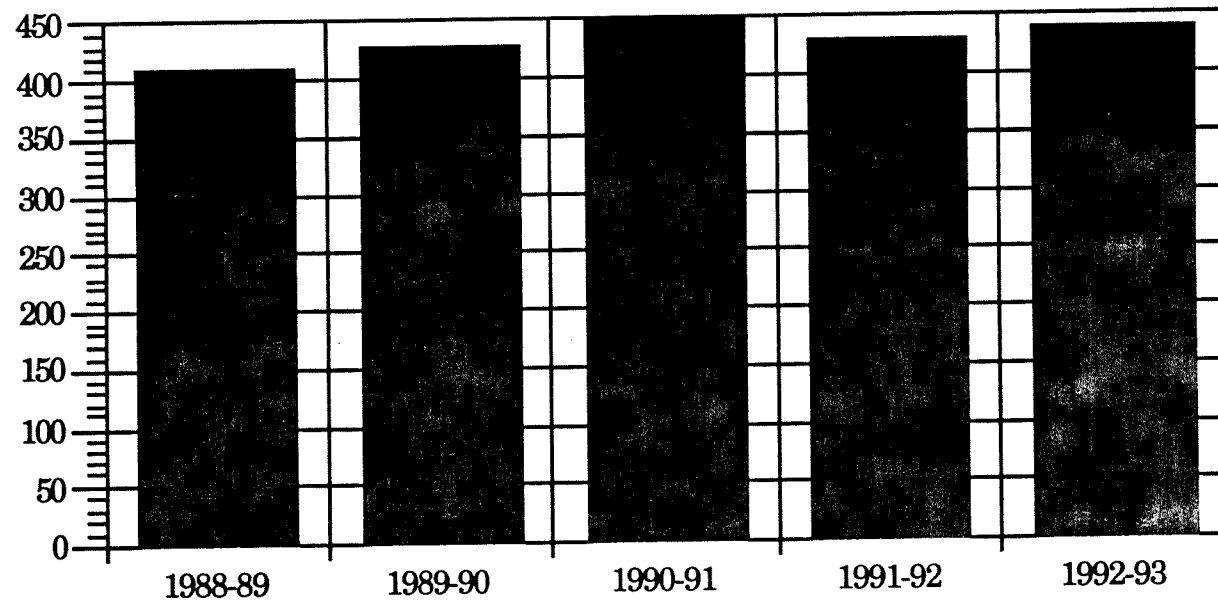
	Total FTE Gifted <u>Teaching Units</u>	<u>Difference</u>	<u>Percentage Inc./Dec.</u>
1988-89	408.91		
1989-90	430.48	21.57	5.3
1990-91	449.56	19.08	4.4
1991-92	431.71	(17.85)	(4.0)
1992-93	441.92	10.21	2.3

*Paraprofessionals have been multiplied by 0.4.

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2-68

Table III
Gifted Teachers and Paraprofessionals*
Total FTE Gifted Teaching Units (for State Aid Purposes)



Paraprofessionals have been multiplied by 0.4.

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 4, 1993

TO: House Education Committee
Senate Education Committee

FROM: Dale M. Dennis, Asst. Commissioner
Division of Fiscal Services and Quality Control

SUBJECT: Gifted Education Expenditures

Table IV provides the estimated state total expenditures for gifted education for school years 1988-89 through 1992-93 as well as the percentage increase/decrease for the same years.

- * Gifted education expenditures over the past five years has increased from \$13,667,817 to \$18,154,515.
- * The largest increase in gifted education expenditures, \$1,811,345, was during the 1990-91 school year.

TABLE IV

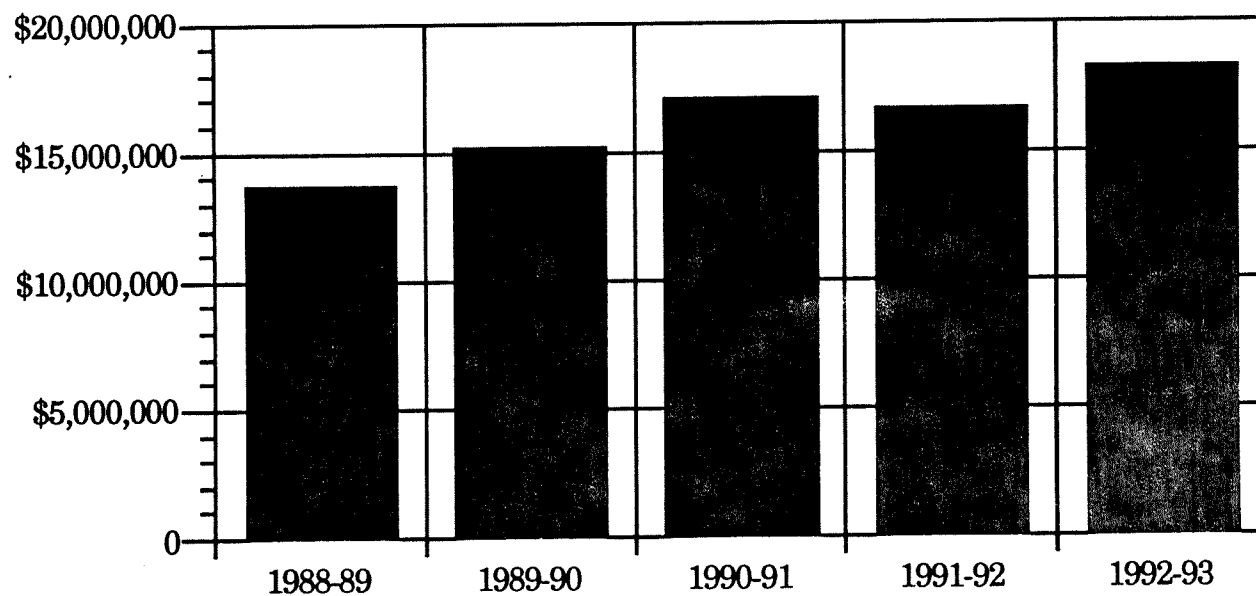
ESTIMATED TOTAL EXPENDITURES FOR GIFTED EDUCATION 1988-89 THROUGH 1992-93

	Est. TOTAL Gifted Expenditures*	Difference	Percentage Inc./Dec.
1988-89	\$ 13,667,817		
1989-90	15,175,280	\$ 1,507,463	11.0
1990-91	16,986,625	1,811,345	11.9
1991-92	16,561,259	(425,366)	(2.5)
1992-93	18,154,515	1,593,256	9.6

- * These expenditures were estimated based upon the number of teaching units multiplied times the average statewide cost per teaching unit.

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Table IV
Estimated Total Expenditures for Gifted Education



Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 4, 1993

TO: House Education Committee
Senate Education Committee

FROM: Dale M. Dennis, Asst. Commissioner
Division of Fiscal Services and Quality Control

SUBJECT: State Aid for Gifted Education

Table V provides the estimated total state aid for gifted teaching units for school years 1988-89 through 1992-93 as well as the percentage increase/decrease for the same years.

- * Total state aid for gifted teaching units has varied over the past five years from \$6,313,570 during 1988-89 to \$8,065,040 during the 1992-93 school year.
- * There was a \$796,776 decrease in state aid for gifted teaching units during the 1991-92 school year. This was a result of a decline in state aid during that year.

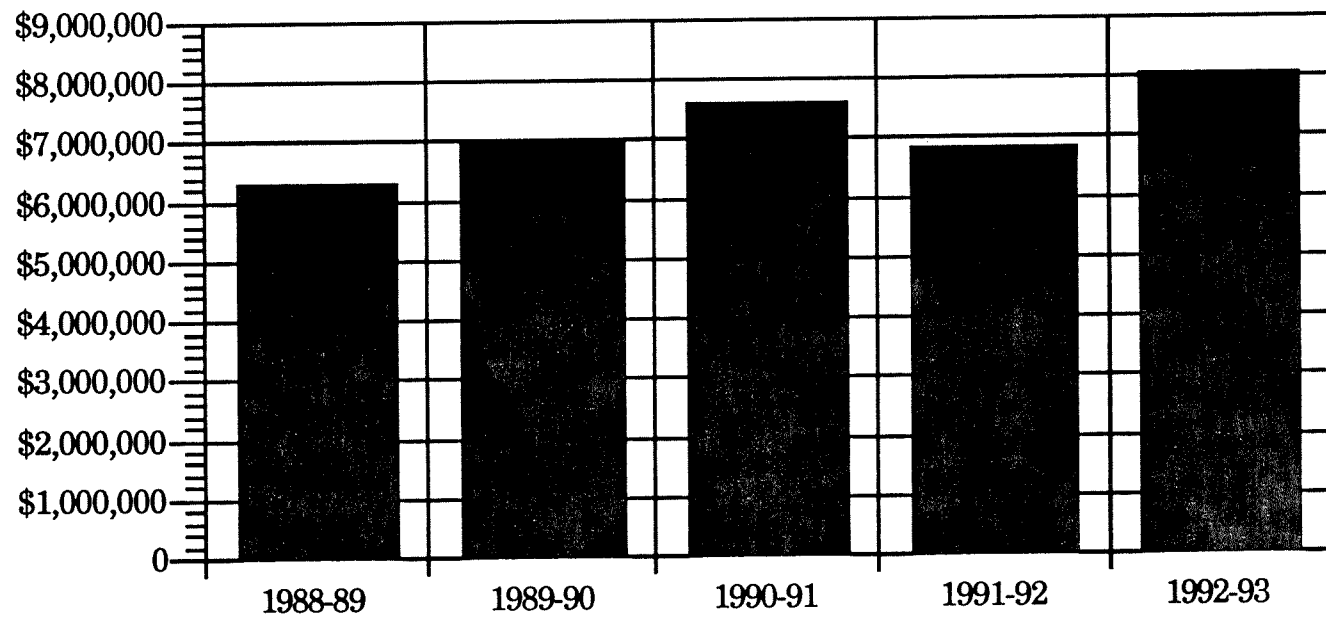
TABLE V

ESTIMATED TOTAL STATE AID FOR GIFTED TEACHING UNITS 1988-89 THROUGH 1992-93

	TOTAL Gifted <u>State Aid</u>	<u>Difference</u>	<u>Percentage Inc./Dec.</u>
1988-89	\$ 6,313,570		
1989-90	6,973,776	\$ 663,206	10.5
1990-91	7,617,794	644,018	9.2
1991-92	6,821,018	(796,776)	(10.5)
1992-93	8,065,040	1,244,022	18.2

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Table V
Estimated Total State Aid for Gifted Teaching Units



Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 4, 1993

TO: House Education Committee
Senate Education Committee

FROM: Dale M. Dennis, Asst. Commissioner
Division of Fiscal Services and Quality Control

SUBJECT: State Aid for Gifted Education Compared to Total
Special Education State Aid

Table VI provides the percentage of state aid for gifted teaching units compared to the total special education state aid for school years 1988-89 through 1992-93.

- * The percentage of state aid for gifted units compared to total state special education aid has varied over the past five years from 5.4 percent to 6.2 percent.
- * It is interesting to note that the lowest percentage of state aid for gifted education was during the 1992-93 school year which has been estimated at 5.4 percent. It is also the same year in which the largest amount of state aid was available for gifted education.

TABLE VI

PERCENTAGE OF STATE AID FOR GIFTED UNITS COMPARED TO
TOTAL SPECIAL EDUCATION STATE AID
1988-89 THROUGH 1992-93

	<u>TOTAL Spec. Ed. State Aid</u>	<u>TOTAL Gifted State Aid</u>	<u>Percent of Gifted State Aid to Total State Aid</u>
1988-89	\$ 101,259,238	\$ 6,313,570	6.2
1989-90	113,643,059	6,973,776	6.1
1990-91	125,562,021	7,617,794	6.1
1991-92	121,077,544	6,821,018	5.6
1992-93	149,026,071	8,065,040	5.4

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Table VI
Percentage of State Aid for Gifted Units Compared
to Total Special Education State Aid

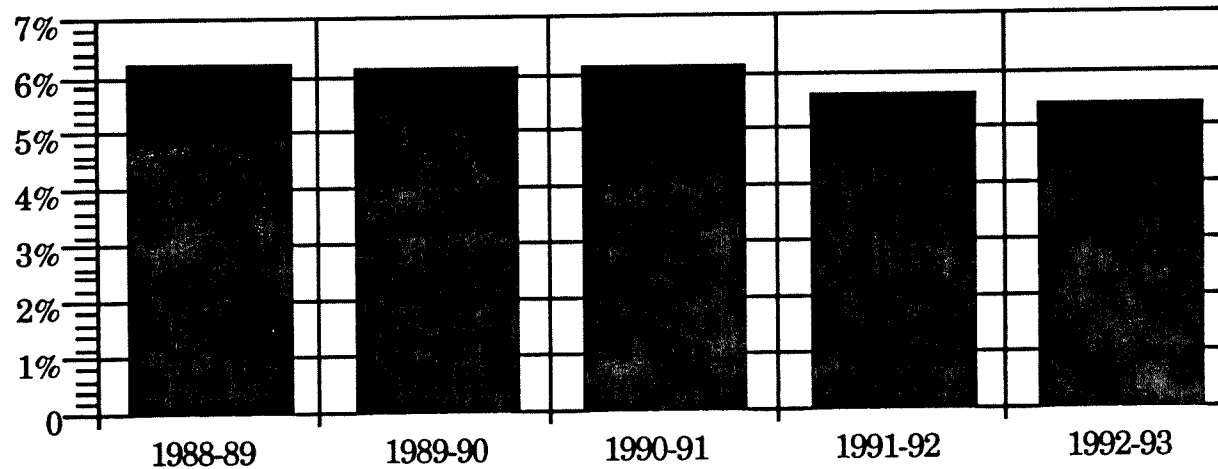
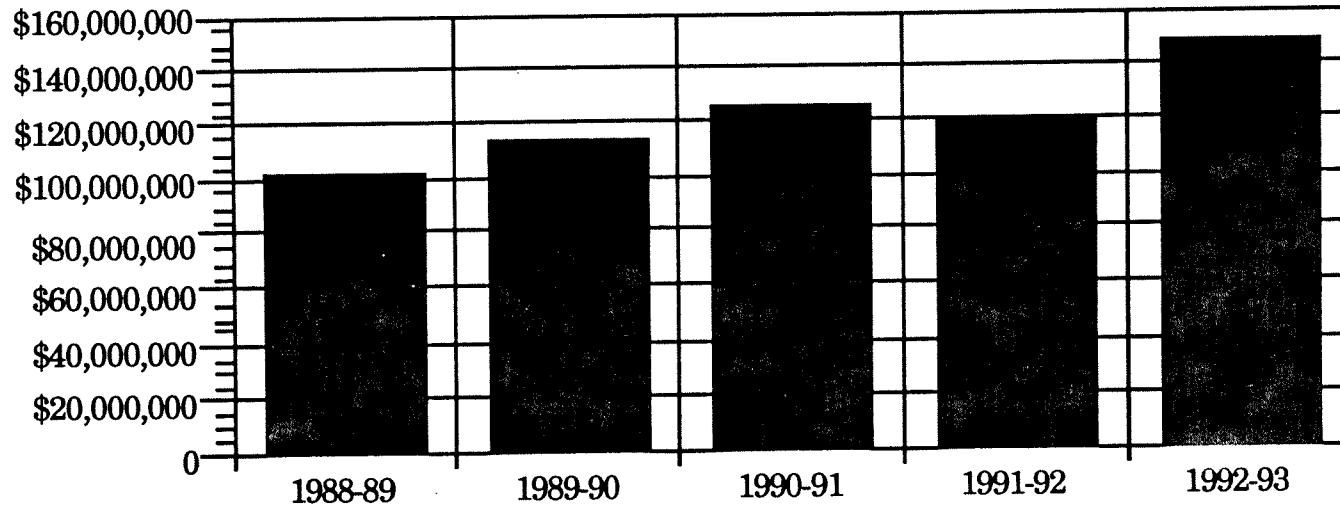


Table VI
Percentage of State Aid for Gifted Units Compared
to Total Special Education State Aid

	Total Special Education State Aid	Percent of Gifted State Aid to Total State Aid
1988-89	\$101,259,238	6.2
1989-90	\$113,643,059	6.1
1990-91	\$125,562,021	6.1
1991-92	\$121,077,544	5.6
1992-93	\$149,026,071	5.4

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 4, 1993

TO: House Education Committee
Senate Education Committee

FROM: Dale M. Dennis, Asst. Commissioner
Division of Fiscal Services and Quality Control

SUBJECT: Gifted State Aid Per Teacher

Table VII provides the amount of state aid for each special education teaching unit for school years 1988-89 through 1992-93. These amounts are the same for gifted teachers. We have also provided the percentage increase/decrease for the same years.

- * The amount per gifted teaching unit has increased from \$15,440 in Fiscal Year 1989 to \$18,250 in Fiscal Year 1993.
- * The amount per gifted teaching unit decreased by \$1,145 during the 1991-92 school year. The state aid appropriation was also reduced during the 1991-92 school year.
- * The largest percentage increase in the amount per gifted teaching unit was 15.5 percent during Fiscal Year 1993.

TABLE VII

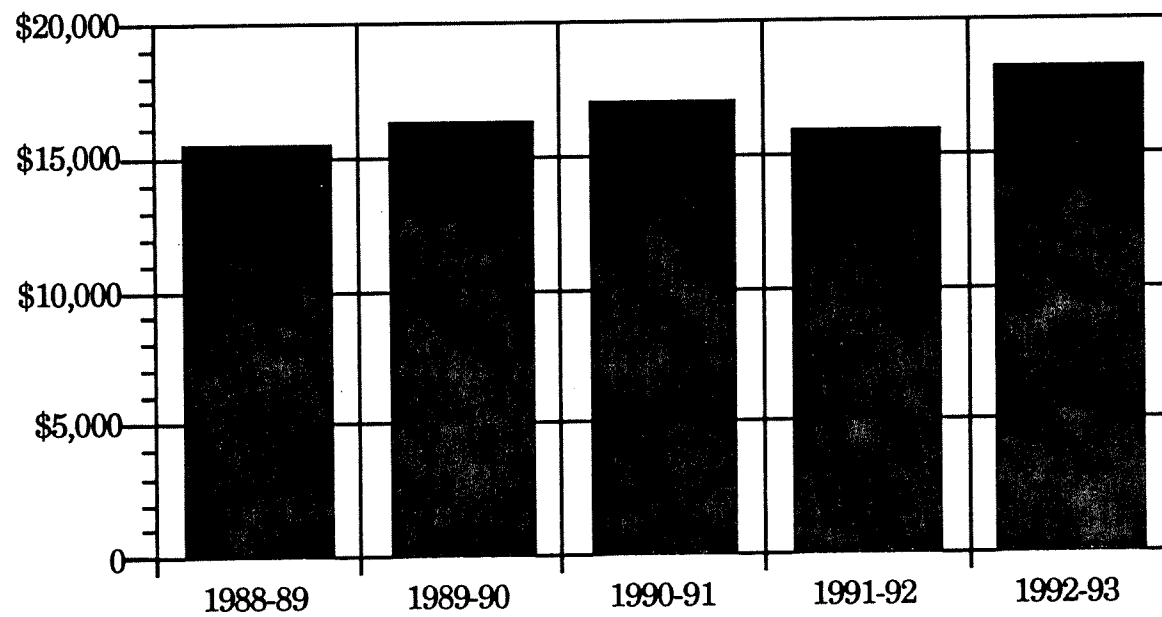
STATE GIFTED AID PER TEACHER 1988-89 THROUGH 1992-93

	<u>Amount Per Gifted Teacher</u>	<u>Difference</u>	<u>Percentage Inc./Dec.</u>
1988-89	\$ 15,440		
1989-90	16,200	\$ 760	4.9
1990-91	16,945	745	4.6
1991-92	15,800	(1,145)	(6.8)
1992-93	18,250	2,450	15.5

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2-77

Table VII
State Gifted Aid Per Teacher



Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 4, 1993

TO: House Education Committee
Senate Education Committee

FROM: Dale M. Dennis, Asst. Commissioner
Division of Fiscal Services and Quality Control

SUBJECT: Estimated State Aid for Gifted Teaching Units Compared
to Total Expenditures for Gifted Education

Table VIII provides the estimated state aid for gifted teaching units compared to the estimated total expenditures for gifted education for school years 1988-89 through 1992-93. We have also provided the dollars which must come from other sources.

- * The percentage of gifted state aid to the total expenditures of gifted education has varied over the past five years from 41.2 to 46.2 during the 1988-89 school year.
- * The highest amount of state aid for gifted units was paid during the 1992-93 school year.
- * The lowest percentage of state aid to total expenditures was 41.2 during the 1991-92 school year.

TABLE VIII

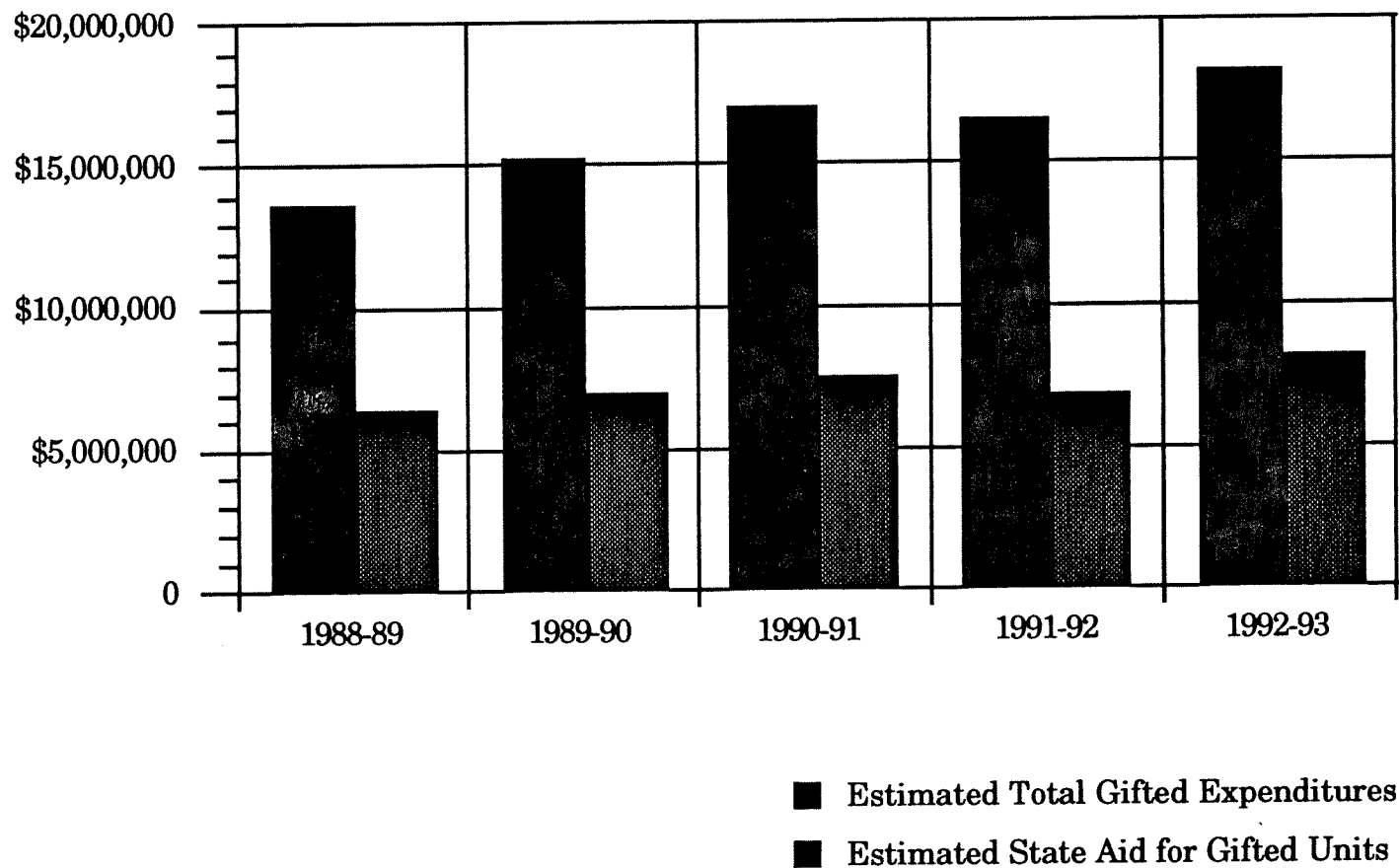
PERCENTAGE OF ESTIMATED STATE AID FOR GIFTED UNITS
COMPARED TO TOTAL ESTIMATED EXPENDITURES FOR
GIFTED EDUCATION
1988-89 THROUGH 1992-93

	<u>Estimated Total Gifted Expenditures</u>	<u>Estimated State Aid for Gifted Units</u>	<u>Other* Sources</u>	<u>Percentage of Gifted State Aid to Total Expenditures</u>
1988-89	\$ 13,667,817	\$ 6,313,570	\$ 7,354,247	46.2
1989-90	15,175,280	6,973,776	8,201,504	46.0
1990-91	16,986,625	7,617,794	9,368,831	44.8
1991-92	16,561,259	6,821,018	9,740,241	41.2
1992-93	18,154,515	8,065,040	10,089,475	44.4

- * Other sources includes general fund transfer, interest on idle funds, and other miscellaneous revenue.

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Table VIII
Estimated State Aid for Gifted Units Compared to
Total Estimated Expenditures for Gifted Education



Reasons Given by School Administrators for Low and High Prevalence of Gifted Students

Given state identification criteria, the estimated prevalence of gifted students in the school population is approximately 3%. A range from 0 to 10.1% was reported for the 1992-1993 school year. Special education administrators were asked to justify prevalences under 2% and over 5% the total student population in their district(s). The most commonly given reasons for low prevalences were:

- Low socioeconomic status;
- Inability to hire qualified staff; and
- Ability to meet gifted students' needs in regular education.

Two administrators noted that in small districts secondary students do not have a wide variety of courses from which to choose. Sometimes they must take required courses and do not have time for the gifted pull-out program. Athletic programs also compete for the time of high achieving students.

Lack of administrative support at both building and district level was also cited as a reason for low prevalences of gifted students.

The universally given reason for high identification rates was the concentration of "professional" persons in the community who value education and have high expectations for their children. Many parents refer their children and are insistent in their efforts to have them placed in the gifted program.

Several high prevalence districts have tightened their criteria for identification and now are identifying fewer students. Their numbers remain relatively high because of their reluctance to eliminate students who no longer qualify from the program.

MEMORANDUM

Kansas Legislative Research Department

300 S.W. 10th Avenue
Room 545-N – Statehouse
Topeka, Kansas 66612-1504
Telephone (913) 296-3181 FAX (913) 296-3824

November 4, 1993

To: Senate and House Committees on Education

From: Ben F. Barrett, Associate Director

Re: Selected Gifted and Talented Education Program Features -- Other States

This memorandum is intended to provide some perspective on gifted and talented education program features among the states. The basic source of the information selected for inclusion in the memorandum is *The 1990 State of the States Gifted and Talented Education Report*, published by the Council of State Directors of Programs for the Gifted, 1991. The report includes responses from 47 states. Arizona, Idaho, and New Mexico did not participate in this study.

Please note that more recent information has become available for the table found on page 2. This updated information has been used.

Jt. House and Senate Ed. Comms.
11/93
Attachment 4

MANDATED SERVICES (1993 UPDATE)

- Thirty-one states mandate identification of gifted and talented students. In 23 of these states, the mandate is statutory.
- Twenty-seven states mandate services for gifted and talented children.

Mandated Identification of and Services for, Gifted and Talented Children

		Identification of Gifted and Talented Students is Mandated				Services
		Method of Mandate				For Gifted and Talented Children is Mandated
State		State Law	Admin. Rule	SEA Guidelines	Other	
Alabama	X	X	X			X
Alaska	X	X				X
Arizona	X	X				X
Arkansas	X				X	X
Colorado	X		X			
Connecticut	X	X				
Florida	X	X	X			X
Georgia	X	X				X
Hawaii	X	X	X			X
Idaho	X	X				X
Iowa	X		X			X
KANSAS	X	X				X
Kentucky	X	X		X		X
Louisiana	X	X				X
Mississippi	X	X				X
Missouri	X			X		
Montana	X		X			X
New Hampshire						X
New Jersey	X		X	X		X
New York	X	X				
North Carolina	X	X				X
Ohio	X	X	X			
Oklahoma	X	X	X	X	X	X
Oregon	X	X	X	X		X
Pennsylvania	X	X				X
South Carolina	X	X				X
South Dakota	X	X				X
Texas	X	X	X			X
Utah	X			X		X
Virginia	X			X		X
West Virginia	X	X		X		X
Wisconsin	X	X	X			X

Note: Update includes Arizona and Idaho.

DISCRETIONARY SERVICES

- Twenty-seven states reported there has been legislative support through discretionary programs for the gifted and talented. The report suggests that this support continues in 16 states.

State Legislation Which Supports Discretionary Programs

State	Law Supports Discretionary Program	Years Discretionary Programs Available
California	X	1967 to present
Colorado	X	1985 to 1988
Connecticut	X	1967 to present
Delaware	X	1979 to present
Illinois	X	1963 to present
Indiana	X	1980 to present
Iowa*	X	1979 to present
Maine	X	1981 to 1985
Maryland	X	1975 to 1990
Michigan	X	1973 to present
Minnesota	X	1979 to present
Mississippi*	X	1975 to 1991
Missouri	X	1974 to present
Montana*	X	1979 to present
Nebraska	X	
Nevada	X	1973 to 1990
New Jersey*	X	1975 to present
New York	X	1981 to present
North Carolina*	X	1961 to present
Ohio	X	1975 to present
Oregon*	X	1977 to present
Rhode Island	X	1980 to 1990
South Dakota*	X	1984 to 1990
Utah*	X	1973 to 1989
Virginia	X	1975 to present
Washington	X	1984
Wyoming	X	1980 to 1990

* Denotes state listed as having service mandates.

AREAS INCLUDED IN STATE DEFINITION OF GIFTED AND TALENTED

- General intellectual ability was reported by 44 states to be the most common area of giftedness identified in their state's definition. This category was followed by states reporting specific academic aptitude (42 states), creative thinking ability (35 states), advanced ability in the fine and creative arts (30 states), and leadership ability (24 states). Psychomotor ability, psychosocial and vocational aptitude were included in the gifted and talented definitions of four or fewer states.

Areas Included in State Definition of Gifted and Talented

State	General Intellectual Ability	Specific Academic Aptitude	Creative Thinking Ability	Advanced Ability in the Fine and Performing Arts	Leadership Ability	Psycho- motor Ability	Psycho- social Ability	Vocational Aptitude
Alabama	X	X	X					
Alaska	X	X	X					
Arkansas	X		X					
California	X	X	X	X	X			
Colorado	X	X	X	X	X			
Connecticut	X	X	X	X	X			
Delaware	X	X	X	X	X	X		
Florida	X	X	X		X			
Georgia	X							
Hawaii	X	X	X	X	X	X		
Illinois	X	X	X	X				
Indiana	X	X	X	X	X			
Iowa	X	X	X	X	X			
KANSAS	X	X						
Kentucky	X	X	X	X	X			
Louisiana	X	X		X				
Maine	X	X		X				
Maryland	X	X	X	X				
Massachusetts	X	X	X	X	X	X		
Michigan	X	X	X	X	X			X
Minnesota	X	X	X	X	X			X
Mississippi	X	X		X				
Missouri	X	X	X					
Montana	X	X	X	X	X	X	X	X
Nebraska	X	X	X	X	X			

State	General Intellectual Ability	Specific Academic Aptitude	Creative Thinking Ability	Advanced Ability in the Fine and Performing Arts	Leadership Ability	Psycho- motor Ability	Psycho- social Ability	Vocational Aptitude
Nevada		X			X			
New Hampshire	X	X	X	X	X			
New Jersey	X	X	X					
New York	X	X		X				
North Carolina	X	X						
Ohio	X	X	X	X				
Oklahoma	X	X	X	X	X			
Oregon	X	X	X	X	X			
Pennsylvania	X	X	X	X	X			
Rhode Island	X	X	X	X				
South Carolina	X	X		X				
South Dakota	X	X	X		X			
Tennessee	X	X	X					
Texas	X	X	X		X			
Utah	X	X	X	X	X			
Virginia	X	X	X	X			X	X
Washington	X	X	X					
West Virginia	X							
Wisconsin	X	X	X	X	X			
Wyoming	X	X	X	X	X			

GIFTED AND TALENTED PROGRAM RELATIONSHIP TO PROGRAM FOR CHILDREN WITH DISABILITIES

- In relationship to special education for disabled children, nine states reported that programs for gifted and talented followed all the same policies and procedures as those for handicapped students. These states are Alaska, Connecticut, Florida, Kansas, Louisiana, North Carolina, Pennsylvania, Tennessee, and West Virginia.
- Due process rights for identification of gifted and talented children were reported by 20 states, but only 16 states had due process for appropriate services for a student's particular area of giftedness.
- Twelve states require Individual Educational Plans (IEP) or the equivalent for gifted and talented students. Of this number, Washington and South Dakota use IEPs, but not under the same policies as special education for disabled children.
- Florida, New York, Oregon, and Pennsylvania are the only states which require screening of gifted and talented students at entry into public school, while Alaska, Louisiana, and Tennessee require preschool services for the gifted and talented.

Gifted and Talented Special Education Policies -- Relationship to Special Education for Disabled Students

State	Program for Gifted and Talented Follows Same Policies as for Disabled Students	Gifted and Talented Students Have "Due Process" Rights for:		State Requires IEP or the Equivalent for Gifted and Talented Students
		Identification of Giftedness	Appropriate Services for Areas of Giftedness	
Alabama	Some policies are the same	X	X	X
Alaska	X	X	X	X
Connecticut	X	X		
Florida	X	X	X	X
Hawaii		X		
Iowa				X
KANSAS	X	X	X	X
Louisiana	X	X	X	X
Nebraska		X	X	
Nevada		X	X	
New Jersey		X	X	
North Carolina	X	X	X	X
Oregon		X	X	
Pennsylvania	X	X	X	X
South Carolina		X		
South Dakota		X	X	X
Tennessee	X	X	X	X
Texas		X		
Utah		X	X	
Virginia		X	X	
Washington				X
West Virginia	X	X	X	X

GIFTED AND TALENTED PROGRAM RELATIONSHIP TO REGULAR EDUCATION PROGRAM

- Twenty-four states report students identified as gifted and talented may enroll in school at an earlier age than usual.
- School districts in Alaska, California, Louisiana, North Dakota, and Tennessee are required to admit identified gifted children at an earlier age than usual.

Lower Age of Enrollment for Gifted and Talented Students

State	Gifted and Talented Students May Enroll in School at an Earlier Age than Usual School Entrance Age	Districts are Required to Admit Identified Gifted and Talented Students at an Earlier Age than Usual
Alaska	X	X
California	X	X
Colorado	X	
Connecticut	District Policy	
Delaware	X	
Georgia	X	
Illinois	District Policy	
Indiana	X	
Louisiana	X	X
Massachusetts	District Policy	
Michigan	X	
Minnesota	X	
Missouri	X	
Montana	X	
Nebraska	X	
New Hampshire	District Policy	
New York	X	
North Dakota	X	X
Ohio	X	
Oklahoma	X	
Oregon	X	
Pennsylvania	X	
Rhode Island	X	
Tennessee	X	X
Vermont	X	
Virginia	X	
Washington	X	
Wisconsin	X	

STATE DEPARTMENT OF EDUCATION GUIDELINES FOR EDUCATION OF GIFTED PROGRAMS

- Some 41 states make available state guidelines for the education of the gifted. Among the states, a wide variety of formats are available including: written, audio, video, 16mm, and computer-based options.

State Department of Education has Guidelines for Education of Gifted Programs

State	State Guidelines for Education of Gifted and Talented Programs
Alabama	X
Arkansas	X
Colorado	X
Connecticut	X
Delaware	X
Florida	X
Georgia	X
Hawaii	X
Illinois	X
Indiana	X
Iowa	X
KANSAS	X
Kentucky	X
Louisiana	X
Maine	X
Maryland	X
Michigan	X
Minnesota	X
Mississippi	X
Missouri	X
Montana	X
Nebraska	X
New Hampshire	X
New Jersey	X
New York	X
North Carolina	X
North Dakota	X
Ohio	X
Oregon	X
Pennsylvania	X
Rhode Island	X
South Carolina	X
South Dakota	X
Texas	X
Utah	X
Vermont	X
Virginia	X
Washington	X
West Virginia	X
Wisconsin	X
Wyoming	X

STATE DEPARTMENT OF EDUCATION MONITORING OF SCHOOL DISTRICT PROGRAMS

- The State Department of Education monitors local programs in 31 states.
- In using criteria for state approval of programs, 25 states focus their monitoring on whether the program is in accordance to state-approved applications.
- Monitoring is reported to take place through processes such as three- to five-year monitoring cycles, program compliance reviews, combination of state and local on-site teams, annual reports to the state education agency from the local education agency, random district monitoring, and site review.

State Monitoring of School District Gifted and Talented Education Programs

State	State Education Agency Monitors Local Programs	Monitoring of:			Monitoring Procedures Used
		Program in Approved State Application	State Allowed Expenditures of Funds	Overall Program	
Alabama	X	I PF			
Alaska	X	I PF EF			Monitor on 5-year cycle
Arkansas	X			I PS O	On-site monitoring on 3-year cycle
Connecticut	X	I			Program compliance review
Delaware		EF	EF		Review of applications
Florida	X	I PS PF EF			Monitored for compliance
Hawaii	X	I PS		I PS PF	District and state team monitors programs
Illinois	X	I PS PF EF	I PS PF EF		Annual on-site reviews
Indiana	X	I PS EF		I PS EF	
Iowa	X	I PS EF			Applications reviewed for compliance
KANSAS	X	I PS PF EF O	PS	I PS PF	On-site compliance and staff review
Kentucky	X	I PS PF EF			Evaluation/applications approved
Louisiana	X	I PS PF		I PS PF	Monitor on 3-year cycle
Maine	X	I PS EF O	I PS EF O	I PS PF O	Applications reviewed for compliance
Michigan	X	I PS EF	EF		Review applications; intermittent monitoring

State	State Education Agency Monitors Local Programs	Monitoring of:			Monitoring Procedures Used
		Program in Approved State Application	State Allowed Expenditures of Funds	Overall Program	
Mississippi	X	O	O	O	SDE monitors
Missouri	X	I PS PF EF	I PS PF EF	I PS PF EF	On-site monitoring 3-year cycle
Montana	X	EF O			On-site monitoring
Nebraska	X				Annual report
Nevada		I PS			
New Jersey	X			I	On-site monitoring
New York					LEA must submit report to SEA
North Carolina	X		I EF		On-site review 3-year cycle
Ohio			I PS PF EF		Annual program reviews
Oregon	X	I PS EF O			On-site standardization process
Pennsylvania	X			I PS PF EF	Annual budget/planning review
Rhode Island	X	I PS PF EF	I PS PF EF	I PS PF EF	Basic ed on-site reviews 5-year cycle
South Carolina	X		EF		State monitors
South Dakota					On-site evaluations
Tennessee	X	I PF EF	I PF EF		
Texas		I PS	EF	I PS	Reviewed during district accreditation
Utah	X				Annual planning review
Virginia	X				Plans reviewed bi-annually
Washington	X	EF			Districts randomly monitored
West Virginia	X	I PS PF EF	I PS PF EF		
Wisconsin	X			I PS	On-site reviews 5-year cycle
Wyoming	X	EF			On-site reviews as part of accreditation

Note: I = Identification; PS = Program Standards; PF = Program Facilities; EF = Expenditure of Funds; O = Other

STATEWIDE EVALUATION OF GIFTED AND TALENTED EDUCATION PROGRAMS

- Some 14 states have conducted statewide evaluations of their gifted and talented programs. Three of these reported their last statewide evaluation took place before 1985. Procedures for evaluations varied from legislative sponsored evaluations by external evaluators, State Department of Education interviews in local districts, use of questionnaires and surveys, task forces, on-site reviews for compliance, use of Public Accountability Office, and committee reviews of written plans for compliance with state regulations.

State Department of Education Statewide Evaluation of Gifted and Talented Education Programs

State	State Education Agency Has Completed a Formal Statewide Evaluation of Gifted and Talented Programs	Date Evaluation or Date of Most Recent Evaluation	Procedures Used
California	X	1988	External evaluation to legislature
Delaware	X	1981	Department interviewed districts
Hawaii	X	1988	Programs evaluated by consultant
Illinois	X	1979	Questionnaire, surveys
Indiana	X	1986	External evaluation through surveys and on-site visits
Michigan	X	1989-90	Legislative sponsored evaluation conducted by contractor
Minnesota	X	1985	Statewide survey
Montana	X	1988-89	Survey sent to each school district
Ohio	X	NA	Task force was convened to deter- mine the effectiveness of state pro- grams
Pennsylvania	X	mid-1980s	On-site review for compliance
Rhode Island	X	1986	LEA director and parents sought recommendations through completed surveys
South Carolina	X	1988	Carried out by Public Accountability Office
Texas	X	1987	Evaluation questionnaires mailed to all districts
Virginia	X	NA	Committee reviews written plans for compliance with regulations

GIFTED AND TALENTED TEACHER PREPARATION REQUIREMENTS

- Special certification requirements must be met in 14 states. This is accomplished primarily with graduate hours, in-service hours, or levels of competency. Missouri, North Dakota, and South Dakota have special endorsement requirements that do not come under the heading of special certification.
- Funding for gifted and talented program is reported linked to special certification in 17 states.

State Teacher Certification Requirements for Teachers of Gifted and Talented Programs and Link of Certification to Funding

State	State Department of Education Requires Teachers to Meet One or More of the Following to Work with the Gifted and Talented Program		Program Funding Linked to Special Certification
	Special Certification Requirements	Endorsement Requirements	
Alabama	X	X	X
Arkansas	X		X
Delaware	X		X
Florida	X		X
Georgia	X	X	X
KANSAS	X	X	X
Kentucky	X	X	X
Louisiana	X	X	X
Mississippi	X	X	X
Missouri		X	
Nebraska	X		X
Nevada			X
North Carolina	X		X
North Dakota		X	X
Ohio	X		X
Pennsylvania			X
South Dakota		X	X
Utah	X	X	
West Virginia	X		X

STATE FUNDING METHODS FOR GIFTED AND TALENTED EDUCATION PROGRAM

Based upon data reported for FY 1990, a formula procedure was the most common method used among the states for funding gifted and talented education programs. Some 18 states reported using a formula method. Other funding procedures reported included pupil weights, specific amounts per pupil, and competitive grants. Some other methods of funding which did not fit into the foregoing categories also were reported. The Kansas method was included in this "other" category.

Percent of School Population Serviced as Gifted and Talented

According to the 1990 study, the states which reported identifying and serving as gifted and talented the largest percent of their public school student population were Michigan (12.1 percent), New Jersey (12.0 percent), South Carolina (10.9 percent), Virginia (10.4 percent), and Ohio (10.3 percent). States that reported identifying less than 5 percent of their student population as gifted and talented included Alabama (2.4 percent), Alaska (4.3 percent), Connecticut (3.4 percent), Florida (3.4 percent), Georgia (4.3 percent), Indiana (4.7 percent), Iowa (3.9 percent), Kansas (3.0 percent), Kentucky (4.9 percent), Louisiana (2.4 percent), Mississippi (3.6 percent), Missouri (2.4 percent), North Carolina (4.8 percent), North Dakota (1.0 percent), Rhode Island (2.6 percent), South Dakota (3.7 percent), Tennessee (1.8 percent), Washington (2.8 percent), West Virginia (1.8 percent), and Wyoming (1.8 percent).

Service Delivery Models

A variety of methods are used among the states for delivering gifted programs. The most commonly used models are the following.

Elementary Level. The resource room model was the most common option used. The following models were reported to be used in 20 or more states: self-contained classroom, itinerant teacher, accelerated grade placement, regular classroom programs, accelerated pacing and clustering in the classroom, independent study, individual student plans, and part-time grouping.

Middle School Level. The most popular models at this level were the resource room and independent study methods. However, the following models were reported in 20 or more states: mentors, regular classroom program plans, accelerated pacing through subject matter, mini-courses, use of IEPs, cluster grouping, and accelerated grade placement.

High School Level. The program options used most frequently included mentors and Advanced Placement courses. However, the following models were used in 20 states or more: honors sections and independent study, early entrance to college, accelerated pacing through subject matter, seminars, regular class program, and counseling and guidance.

APPENDIX I

SELECTED STATE DEFINITIONS OF "GIFTED AND TALENTED" CHILDREN

The states included in this listing were selected mostly because their definitions of "gifted and talented" are more specific than those used in other states or because they contain some variation not commonly found among the states.

Connecticut

Extraordinary learning ability means a child identified by the planning and placement team as gifted and talented on the basis of performance on relevant standardized measuring instruments, demonstrated or potential achievement or intellectual creativity, or both. The term refers to the top 5 percent of the children identified.

Outstanding talent in the creative arts means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts, or the performing arts. The term shall refer to the top 5 percent of the children identified.

Gifted and talented means a child identified by the planning and placement team as:

1. possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative, or specific academic capability; and
2. needing differentiated instruction or services beyond those being provided in the regular school program in order to realize the child's intellectual, creative, or specific academic potential. The term includes children with extraordinary learning ability and children with outstanding talent in the creative arts as defined by regulations.

Florida

Gifted. One who has superior intellectual development and is capable of high performance. The mental development of a gifted student is two standard deviations or more above the mean.

Criteria for Eligibility. A student is eligible for special programs for the gifted if the student demonstrates:

1. superior intellectual development -- an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test on intelligence (the standardized error of measurement may be considered in individual cases);

2. a majority of characteristics of gifted children according to a standard scale or checklist; or
3. need for a special program.

Procedures for the Student Evaluation. The following are the minimum evaluations required to determine a student's eligibility and educational placement: an evaluation of intellectual potential, characteristics of the gifted, statement of nonacademic performance, and the need for a special program.

Delaware

Gifted and talented children, identified by professionally qualified persons, are those who by virtue of outstanding abilities are capable of high performance. They require differentiated educational programs or services beyond those normally provided by the regular school program in order to realize their contributions to self and to society.

Students who are capable of high performance include those with demonstrated achievement or potential ability in any of the following areas, singularly or in combination:

1. general intellectual ability;
2. specific academic aptitude;
3. creative or productive thinking;
4. leadership ability;
5. visual or performing arts; or
6. psychomotor skills.

Maine

Gifted and talented children are children in grades K-12 who excel or have the potential to excel beyond their age peers in the regular school program to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children must receive specialized instruction through these programs if they have exceptional ability, aptitude, skill, or creativity in one or more of the following categories:

1. general intellectual ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in all academic areas;
2. specific academic aptitude as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in one or more academic areas; or

3. artistic ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in the literary, performing, or visual arts.

Children with exceptional general intellectual ability or exceptional specific academic aptitude usually comprise 5 percent of the school population. Children with exceptional artistic ability usually compose 5 percent of the school population. Children in the top 2 percent of the school population may be considered highly gifted.

Missouri

Gifted and talented children are those who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.

Montana

Gifted and talented means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.

Oklahoma

Gifted and talented children means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, "demonstrated abilities of high performance capability" means those identified students who score in the top 3 percent on any national standardized test of intellectual ability. Said definition may also include students who excel in one or more of the following areas:

1. creative thinking ability;
2. leadership ability;
3. visual and performing arts ability; or
4. specific academic ability.

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

Pennsylvania

Mentally gifted children are those with outstanding intellectual and creative ability, the development of which requires special services and programs not ordinarily provided in the regular education program. This term includes a person who has an IQ of 130 or higher and when multiple criteria, as set forth in Department Guidelines, indicate gifted ability.

Determination of gifted ability will not be based on IQ score alone. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted shall include a full assessment and comprehensive report by a public school psychologist specifying the nature and degree of the ability.

Texas

Gifted and talented students are those who excel consistently or who show the potential to excel in any one or combination of the following areas: general intellectual ability, specific subject matter aptitude, creative and productive thinking ability, leadership ability, ability in the visual and performing arts, and psychomotor ability. These students require educational experiences beyond those normally provided by the regular school program.

Utah

Gifted and talented students are children and youth whose superior performance or potential for accomplishment requires a differentiated and challenging education program to meet their needs in any one or more of the following areas:

1. **General intellectual** -- students with high aptitude for abstract reasoning and conceptualization, who master skills and concepts quickly and who are exceptionally alert and observant.
2. **Specific academic** -- students who evidence extraordinary learning ability in one or more specific disciplines.
3. **Visual and performing arts** -- students who are consistently superior in the development of a product or performance in any of the visual and performing arts.
4. **Leadership** -- students who emerge as leaders, and who demonstrate high ability to accomplish group goals by working with and through others.
5. **Creative, critical, or productive thinking** -- students who are highly insightful, imaginative, and innovative, and who consistently assimilate and synthesize seemingly unrelated information to create new and novel solutions for conventional tasks.

Virginia

Gifted students are students in kindergarten through grade 12 whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated abilities and who have evidence of high performance capabilities in one or more of the areas as follows:

1. **General intellectual ability** -- students with advanced general or specific information and an advanced aptitude for abstract reasoning and conceptualization, whose mental development is accelerated to the extent that they need and can benefit from specifically planned education services differentiated from those generally provided by the general program experience.
2. **Specific academic ability** -- students who have aptitude in a specific area such as language arts or math, and who are consistently superior to the extent that they need and can benefit from specially planned education services differentiated from those generally provided by the general program experience.
3. **Visual or performing art ability** -- students who excel consistently in the development of a product or performance in any of the visual and performing arts to the extent that they need and can benefit from specially planned education services differentiated from those generally provided by the general program experience.
4. **Practical arts ability** -- students who excel consistently in the development of a product or performance in any area of vocational education to the extent that they need and can benefit from specially planned education services differentiated from those generally provided by the general program experience.
5. **Psychosocial ability** -- students who exhibit keen sensitivity to the needs of others and who not only assume leadership roles, but also are accepted by others as leaders to the extent that they need and can benefit from specially planned education services differentiated from those generally provided by the general program experience.
6. **Creative and productive thinking ability** -- students who exhibit advanced insights, outstanding imagination and innovation, and who consistently engage in integrating seemingly unrelated information to formulate new and positive solutions to conventional tasks. Creativity refers to the students' ability to produce both tangible and intangible products involving the use of divergent and convergent thinking and problem solving to the extent that they need and can benefit from specially planned education services differentiated from those generally provided by the general program experience.

452



HIGH PLAINS EDUCATIONAL COOPERATIVE

Gifted Facilitator

Attachment 5

SCHOOLWIDE ENRICHMENT PROGRAM
OF USD #452

PHILOSOPHY OF PROGRAM

The plan for schoolwide enrichment in USD #452 was developed to serve above average ability level students and is based on theories of Dr. Joseph Renzulli from the University of Connecticut. The program is based on the idea that students other than those who meet state criteria can benefit from enrichment. This program acknowledges that gifted behaviors can be developed in a larger number of students than the average 3% of student population identified by high scores on intelligence and achievement tests. As Renzulli states, "Development of gifted behaviors should be viewed as the goal of a schoolwide enrichment program rather than a pre-existing condition." It is the philosophy of this program that, through providing a variety of learning activities within various settings, behaviors will be developed and fostered which are inherent to life-long learning.

GOALS

The Schoolwide Enrichment Program grew out of a concern to provide challenging, rich learning environments for all students and specialized support for the identified needs of individuals. Hence, the emphasis becomes one of inclusion and collaboration rather than "pull-out" that the previous programs followed. The Schoolwide Enrichment Program is based on five general goals. They are:

1. To provide diverse types and levels of enrichment for more students than the previous 3% of the total school population.
2. To merge the special program with the regular classroom through integration and inclusion.
3. To minimize concerns about elitism and negative attitudes often expressed toward identified gifted students.
4. To promote the development of skills which will encourage students to be life-long learners.
5. To improve the scope and quality of enrichment for all students, thereby encouraging all children to realize their full potential.

TORY

During the 1990-91 school year a brainstorming session occurred with the Middle School principal out of concern over the needs of above-average students who had not met state criteria for placement in a gifted program. The district had also recently started the GPA process and saw a need to encourage skills which heretofore were developed through the gifted program for a select group of students. Unfortunately, many ideas discussed were not possible because of state regulations and guidelines at the time.

High Plains Educational Coop conducted a gifted program evaluation in 1991-92. A steering committee was appointed, hoping to find some answers and ways to start implementing change. Through this program, evaluation issues and delivery models and effectiveness of program were voiced. Three of the recommendations of that steering committee would allow some substantial changes in gifted programming. Conferences were held with principals in USD #452 to discuss program delivery which would be most beneficial for all students. These ideas were shared with HPEC and waivers were written for implementation in the fall of 1992.

PREVIOUS PROGRAM

There were twenty-two K-12 identified students in USD #452. The facilitator and a para-professional also served Ulysses High School and Syracuse K-12 (total caseload was 56). All students were served through a traditional pull-out program with varying degrees of service time. Programming centered on critical and creative thinking and career exploration with little coordination with local curriculum. Because of travel and caseload, very little time was available to consult with teachers concerning students individual needs.

Requests were made to waive the identification procedures, institute a modified Krenzlin system; adapt the IEP, replace the objective pages with a portfolio system of reporting progress; and deliver gifted services in the least restrictive environment. This meant students who did not receive gifted services would benefit from services previously offered to only a select few.

THREE-YEAR PLAN

First Year

- A Variety of delivery models to help familiarize regular education teachers with the concept of schoolwide enrichment.
- Develop Schoolwide Enrichment Teams (SWET) at each building and implement development of a Talent Pool.
- Inform regular education teachers and parents about the Schoolwide Enrichment Program.
- Team teach and develop problem-solving groups at middle school.
- Plan team-teaching project with high school teacher.
- Start development of a Talent Pool.

Second Year

- Continue using a variety of delivery models.
- Implement at least 2 Type I activities for elementary (3-6).
- Utilize SWET for further development of talent pool and as a planning committee for Type I activities.
- Implement team teaching of Academic Highlights class (9-12).

Third Year

- Type II activities for K-2.
- Type I and III activities for (3-6).
- Team teach and problem-solving groups (7-8).
- Team teach Academic Highlights class (9-12).
- Consultant to regular education teachers for adapting curriculum, delivery models, and resources for talent pool students and others needing adaptations.
- SWET continue to serve as a planning and placement committee for talent pool.

SCHOOLWIDE ENRICHMENT 1992-93

Grades K-2: Four times a month, the gifted facilitator or para provided skill building for problem solving. This included whole class, small group and individual activities to encourage critical and creative thinking (specifically analysis, synthesis, evaluation, flexibility, originality, elaboration, fluency). Cooperative learning was used, though there was no formal introduction to the process. The very basics of a problem-solving model were used and will be developed further in 3rd and 4th grade.

Grades 3-4: Because this was the first year for such a program, the same kinds of activities on a higher level were presented as in K-2. Type III instruction on chemistry, dinosaurs, and formal printing were provided. Several new math activities were introduced in these classes and were used by the classroom teachers later.

Grades 5-6: Type II's included skills developed in cooperative learning. Information was given to teacher and students about cooperative-learning groups. Groups were set up in social studies and used most of the year. The steps for a problem-solving process (Future Problem Solving) were also shared. Students later showed competence by working through a fuzzy situation. During the 1992 Presidential Campaign, a Leadership Type I and III were conducted. Instead of just a few from the talent pool, all students participated. A Type I with earthquakes and volcanos was presented.

Middle School (7-8): This program included team teaching with each teacher on a rotating schedule. It also included the development of Small Group Problem Solving. This group was comprised of those students currently identified and placed in a gifted program. The remaining student body was rotated in and out on a monthly basis. Problem-solving methods, critical and creative thinking were addressed with this group.

In School (9-12): Identified 9th graders needs were met by a traditional pull-out program. This was mainly because of scheduling conflicts. The 10th graders benefited from team teaching in the Academic Highlights class. Leadership, art appreciation, geography, research skills, problem solving, and career exploration through personality studies were addressed. Another activity, resulting from a conference with the principal, was a whole school problem solving activity. Regular classes were dispensed for two afternoons during second semester. Students were placed on teams, given "fuzzy situation" and asked to solve, following the Future Problem Solving process.

SCHOOLWIDE ENRICHMENT 1993-94

The program this year is very much the same as last at the grade and middle schools. More Type I's and III's are planned for this year at the grade school. The Academic Highlights was so well received last year by administration, parents and students that it is a full class period five days a week. Four time periods from history have been selected and are being taught across the curriculum. Issues addressed in class cover history, literature, science, art, geography, music, customs and living conditions. At the end of a period of study, students conduct research on a chosen topic either in small groups or individually. The researched topic is then presented to the class in a form the group or individual has agreed on. A career exploration unit will be directed in the spring. This class is being team taught with an English teacher.

EVALUATION RESULTS OF 1992-93 YEAR

An evaluation was conducted in May 1993. Teachers and students who had participated were asked to complete an evaluation form. Students' reactions were very positive. Those students identified and placed in the gifted program felt it had been helpful for them to work with students of all ability levels. Several told of the discoveries they had made about other students with lesser ability. They felt many of those students had wonderful ideas, but many times could not visualize the end product because they had never been encouraged to think beyond what was for sure a possibility. Most felt their leadership skills had been put to work and they were better at people skills because of it. Many liked the fact that they were not singled out all the time for enrichment as the previous program had done.

Teachers had many of the same reflections as the students. Comments included: "the program was needed, a good idea, fair, helpful, resourceful, unique, satisfied, and orderly." Several teachers observed improvement in student self-concepts of both identified gifted and other students. Over half the teachers would like to have 20-25 minutes once a week or once a month for more in-depth planning with the gifted facilitator. This would help better coordinate the month's activities with their units and help them specifically use higher-level thinking and questioning skills.

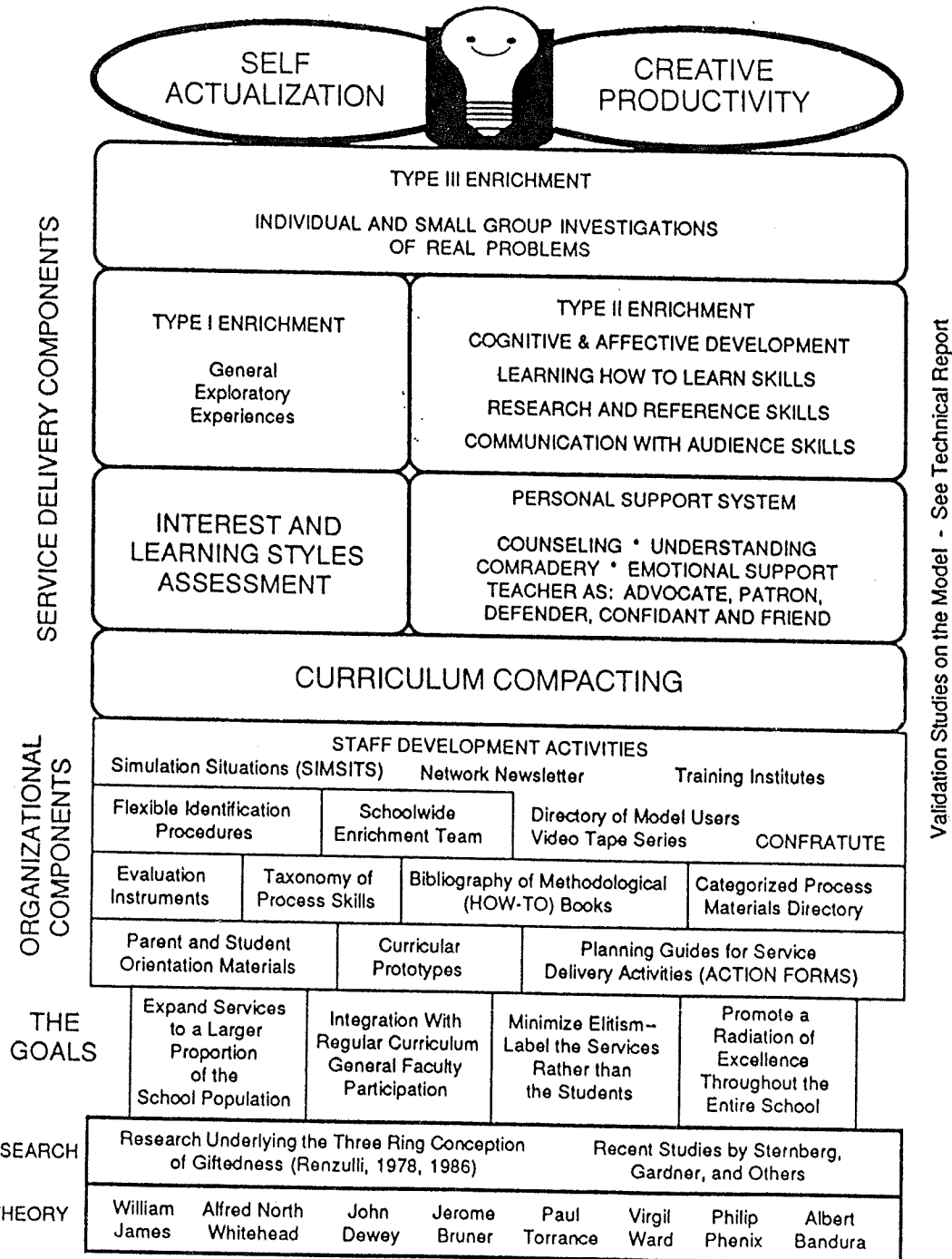
Administrative support was exceptional. Principal evaluations addressed the following issues: exposure of regular classroom teacher to other methods and techniques, use of critical and creative thinking with all the student body, increased positive self-esteem of all students, encouragement of students to be self-reliant and to think and act responsibly.

Parent reactions were favorable. Comments included: "best program Stanton County has offered so far, provides greater resources, greater challenges, opportunity for more individual expression, program not taking away from regular academic courses, chances for true leadership to develop", were some of their comments. No negative comments were received by either the administration or the facilitator.

I have some reflections concerning the program. This has been a year of great challenges and sometimes frustrations. Much time after school and on weekends has

e into planning and working on lessons. The planning has proved to be very help and I am glad I did not move into the transition too quickly. Most frustration has come from trying the implement change when some regular education teachers have not particularly seen a need for changing what they perceived as working. I feel very fortunate to work in a school district and for a coop who are aggressive towards change and growth. The growth and interest I've seen in all students was beyond anything I would have imagined.

Overview of the Schoolwide Enrichment Model



INFORMATION ON GIFTED EDUCATION

Presented By

Pam Zolman, Gifted Education Teacher

At

**The Joint Meeting of the House and Senate
Education Committees**

November 4, 1993

*Jt. House + Senate Ed. Comms.
11/93
Attachment 6*

An Overview of the K-8 Gifted Education Program
Nickerson District #309
Pam Zolman, Gifted Education Teacher

Program Goal: To provide qualitatively differentiated learning activities that challenge gifted students and encourage them to further develop their potential.

Referral: Based on group achievement test performance at or above the 95th percentile in at least 3 academic areas.

Identification: Weighs heavily on performance at or above the 97th percentile on an individualized IQ test (Stanford-Binet IV or WISC III).

Class: Students are bussed to our resource room at North Reno (central location) once a week for 2 and 1/2 hours.

Curriculum:

Thematic: Emphasis is placed on topics not often covered in the regular classroom setting and/or those topics gifted students are very interested in that receive little attention

Compacted: It's important to establish what the students already know, and go from there

Skills Emphasized: Analysis, Synthesis, Evaluation, Research/Utilization of appropriate resources, Formulating/Testing hypotheses, Creativity, Divergent thinking, Problem solving, Organization, Self-initiated inquiry

Examples of Curricular Themes: Mystery and Detection, Science, The Brain and Mind, Inventions, The Santa Fe Trail, Communication, Designing Space (architecture, video productions, computer graphics, art), Problem Solving With A Purpose, Affective (stress management, dealing with perfectionism, handling criticism, understanding giftedness)

Monitoring Student Progress: Students earn points for various activities and projects they complete. They also earn points for positive attitude and behavior. Parent reports are sent home three or four times a year.

Challenge Seminar: Students from rural districts in Reno County gather together one day a month to engage in learning activities with their intellectual peers. Optional family field trips are scheduled on four Saturdays throughout the school year to enhance the curriculum.

Additional Opportunities and Activities: Odyssey of the Mind (OM) contest, History Day contest, Stock Market Game, Products Fair, Dillon Lecture Series, County-wide Problem Solving contest and Quiz Bowl sponsored by Gifted Education Department, Parent Night, Haunted Hayride developed and sponsored by gifted kids to raise money for contest fees and materials, "The Brainstormer" a gifted education newsletter

Recommendations For Gifted Education

1. MAINTAIN THE MANDATE

- A. It's important to keep some kind of directive in place to insure that the special learning needs of our gifted kids are being met.
- B. There seems to be a level of uncertainty and inconsistency in Gifted Education even with the mandate. . . imagine what it would be like without it! There are different interpretations of the guidelines across the state. Perhaps we need to make some changes or clarify things more adequately.
- C. Maintaining the mandate will be a definite factor in determining the strength of our programs across the state. It's time for us to have the vision to make a commitment to our gifted students and stick to it!

2. DEVELOP A MORE EFFECTIVE WAY TO IDENTIFY STUDENTS FOR THE GIFTED PROGRAM

- A. I believe we could develop a multi-criteria based evaluation that would broaden our definition to include more students that need these kinds of learning opportunities.
- B. Possible components of a multi-criteria based evaluation :
 - *IQ score (learning potential)
 - *Achievement test scores/Grades (application of knowledge)
 - *Creativity (divergent thinking, ability to look at things in new and different ways, inquiry)
 - *Task Commitment (motivated, seeks out a challenge, enthusiastic, responsible, productive)
- C. Information could be gathered through testing, appropriate checklists and a student portfolio of products, art, creative writing, poetry, etc.
- D. Each criteria would carry a certain "weight" or value. The over-all evaluation would be based on much more than an IQ score.

3. LOOK REALISTICALLY AT OUTCOME-BASED EDUCATION AND INCLUSION

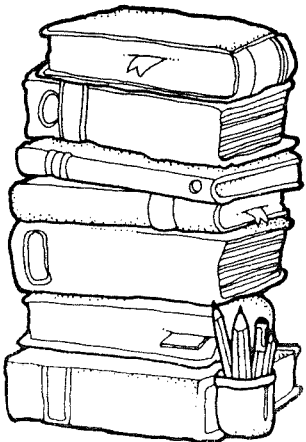
A. Meeting the needs of gifted learners does not mean larger quantities of the same stuff! It does not mean peer tutoring, grading papers and a daily dose of brain teasers!

B. There are definite observable differences in the cognitive potential of gifted learners and their age peers. Because of these differences, gifted learners need a qualitatively differentiated curriculum.

C. Classroom teachers are already responsible for teaching a wide range of ability levels. It takes a great deal of time to design a curriculum that focuses on appropriate enrichment and acceleration. Will classroom teachers have the time and energy necessary to develop that kind of curriculum AND implement it on a regular basis? I am constantly changing and revising my lesson plans and seeking out resources to meet my students' needs. It's a full time job just keeping up with the gifted!

D. Gifted learners need the opportunity to question and discuss, to test their ideas and make revisions, to gather information from a variety of resources and interact with intellectual peers. Working independently week after week is not the answer for all gifted learners.

E. If inclusion is implemented, it will require more teachers than we now have to adequately serve the gifted students. I don't know how I would handle inclusion in the three buildings I have, much less the six, seven or eight that many teachers are responsible for. Getting a task accomplished and getting it done WELL are two very different things. I hope we won't be forced into unrealistic situations before we take an honest look at ALL the options available. Financing is not the only issue at stake.



Great powers and natural gifts do not bring privileges to their possessor so much as they bring challenge.

MY WINGS

A dove of hope has spread its wings
In these six years of dreaming dreams.
I think my dreams had inspiration
As well as discipline, expectations.
Believing in me is not quite so hard
Now that I'm growing from inch to foot to yard.
If I were to name those closest to me,
Though some might be tough, the simplest would be
You with your caring, your laughter, your charm
You guided me through pain, helped me dodge my own harm.
You opened the door to all that I know
You helped me to learn, to love and to grow.
The hardest part now is saying, "Good-bye"
How can I thank you?
You know how I cry!
Although we're both flying, you really must know
You're the one who has taught me
To let my wings grow.

-Written by an 8th grade student
who tried to commit suicide the
previous year. She made some big
changes during her 8th grade year,
and continues to do very well.
She is active in music, drama,
forensics and gifted education.

Special Services

Under federal law, a free and appropriate education is to be provided to all handicapped children three to twenty-one years of age. The services are to be provided in a setting which allows for as much student interaction as is suitable for the welfare of both special and regular classes.

The responsibility for identifying children who need special attention is shared by many people and institutions. Parents, state agencies, school staff, social workers, doctors and community workers should all be involved in providing children the help they need.

The first step is to call the principal of the local school or the special education director of the school district. If school officials think your child needs to be evaluated or placed in a different educational program, they are required to follow certain procedures and they must notify you first.

Parents are major participants in their student's educational success. They will be fully informed and involved if special placement is indicated.

The Topeka School System provides Special Education services by employing professional and paraprofessional staff to meet the standards recommended by the State Department of Education.

The Topeka Public Schools, through the Department of Special Education, offer a variety of resources for exceptional children.

Adapted Physical Education
Audiology
Autistic Disorders
Behavior Disorders
Career/Vocational Education
Educable Mentally Handicapped
Hearing Impaired
Homebound/Hospitalized
Intellectually Gifted
Interrelated Categories
Learning Disabilities
Music Therapy
Occupational Therapy
Physically Impaired
Other Health Impaired
Physical Therapy
Preschool Intervention
School Psychology
School Social Work
Severely Multiply-Handicapped
Special Music Education
Speech/Language Pathology
Visually Impaired

Instructional Programs may vary in method of application but strive to meet the needs of each individual found eligible for service.

For further information call (913) 233-0313 or address questions to Department of Special Services, 624 SW 24th, Topeka, Kansas 66611

TOPEKA PUBLIC SCHOOLS
Unified School District No. 501



A Special Service For Your Child.

The Gifted Education Program

Artwork reprinted by permission of the artist, Martha Perske, from *New Hope for the Neighborhood and Hope for the Families*, by Robert Perske, Abingdon Press Nashville and *Preventing Dental Disease in Children With Disabilities* Johnson and Johnson, Inc. 1989

Joint
House and
Senate Ed Comms.
11/93
Attachment 7

Topeka Unified School District No. 501 is committed to affirmative action and equal opportunity for employment. No student shall, on the basis of race, color, creed, sex, handicap or national origin, be denied access to any appropriate educational program or activity provided by the District. The Title IX compliance coordinator is a director of curriculum development, and the Section 504 compliance coordinator is the General Director of Special Services.

The Gifted Education Program

Intellectually gifted individuals are those who have potential for outstanding performance by virtue of superior intellectual abilities, demonstrated achievement and those with minimal or low performance who give evidence of high potential in general intellectual ability, specific academic aptitudes, and/or creative thinking.

Provides for Students:

Differentiated curriculum

Development of higher mental processes

Dialogue with intellectual peers

Development of specific ability

Opportunity to assess their unique interests and talents

The curriculum for intellectually gifted students allows for vertical and horizontal progress (or advancement that is educationally relevant). The focus is on major processes such as productive thinking, creative problem solving, investigative technique, leadership, and commitment.

Gifted children are found in every ethnic and economic group, and in families with diverse educational background. Parents, educators, and community share the responsibility of ensuring that all children have the opportunity to reach their full potential.

Characteristics

Some of the following may be evident in gifted students:

Verbal Proficiency

Power of Abstraction

Intellectual Curiosity

Retentiveness/Power of Concentration

Sensitivity/Intuitiveness

Potential Creativity

Versatility/Virtuosity

Instructional Models

Elementary service provides interaction with intellectual peers from public and private schools. Students may be transported from their home school to a common site for a portion of the school day. A science lab and computer lab are available for use by all elementary gifted students.

Middle School Program opportunities utilize several instructional models to serve the needs of the individual gifted students. Student options include the choice of one or two class periods of gifted education. There is an option of one seminar of in-depth exploration per semester. Access to high school subjects is based upon students' strength/interest.

High School options include but are not limited to:

A counseling/advocacy model

Seminars, workshops, field trips

Mentorships

Prep for college entrance

Honors classes

Advanced placement

College bowl competition

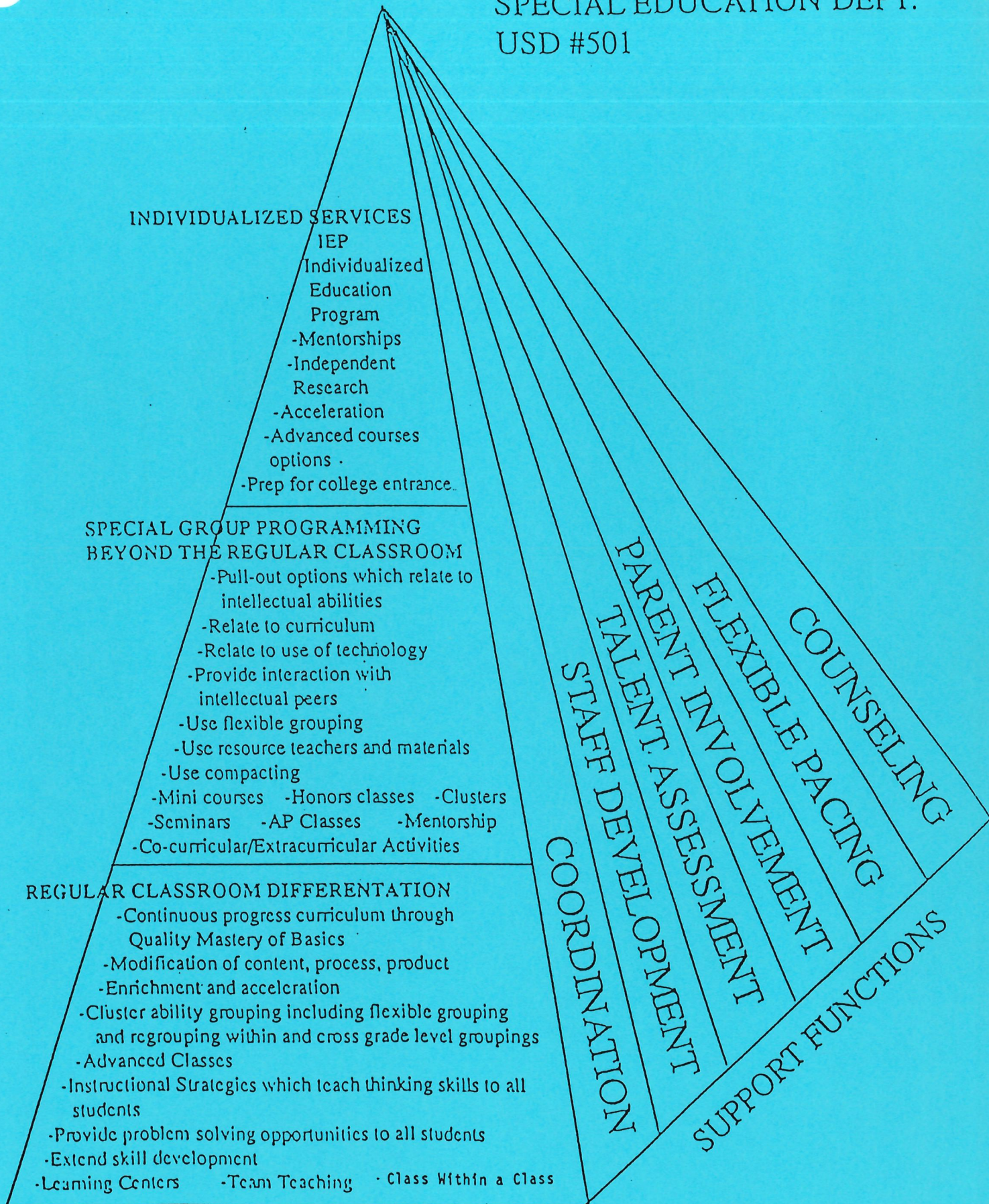
Model U.N.

University honors programs

Career counseling

Computer expertise

GIFTED EDUCATION
SPECIAL EDUCATION DEPT.
USD #501



PROGRAMMING OPTIONS

Jt. House and Senate Ed. Comms.
11/93

Attachment B

TO: School District Finance and Quality Performance Accreditation
Monitoring Committee
FROM: Peggy Dettmer, Ph.D., Kansas State University
DATE: November 4, 1993
RE: Position paper on gifted education in Kansas

In responding to the questions given to me, I shall reverse the order and begin with item 5, addressing major issues in gifted education today. Then I will address item 4 on effective ways to deliver services, followed by item 3, changes needed in preparation programs, item 2 on availability of personnel, and finally item 1, a description of my university's program. My key points below are followed by elaboration of the points on pages 3-8.

5. Major Issues. All students in school have **the right to a challenging curriculum that allows them to learn**, and educators and policy-makers have the unequivocal responsibility to provide it. (See explanatory text on page 3.)

4. Challenging curriculum for very able students cannot be attained through one particular model. **A differentiated curriculum composed of appropriate options and alternatives** requires coordination among general education teachers, special services personnel, support personnel, administrators, community resource people, and parents, with intensive student involvement in the learning program. (See text on page 4.)

3. Within the inclusionary approach, **classroom teachers must assist and be assisted by collaborating with special services personnel**, combining and coordinating their efforts to serve highly able students efficiently as they also reteach and provide the correctives needed by students who have not yet achieved the base outcomes. (See text on page 5).

2. Gifted education preparation programs responded to the need for providing several hundred certified teachers to meet the mandate in 1980. Since 1990 **many programs have been modified to address the need for a wider range of personnel** who can work effectively in educational teams to serve the needs of very able students. (See text on p. 6.)

1. The teacher preparation program at my university provides course work and practice in awareness of exceptional learning needs, curriculum, measurement, advanced educational psychology, consultation, creativity, guidance, supervised teaching, computer applications, and others selected to fit each graduate student's needs. (See text on p. 7)

The following pages elaborate upon these 5 points.

Where To Go From Here

Legislators and policymakers should:

1. Make a long-term commitment to provide the support needed for the differentiated curriculum that very able students in Kansas require in order to realize their potential.
2. Refrain from any deregulation that fails to ensure this commitment will be kept.

State Education Agencies should:

1. Advocate strongly for meeting needs of ALL exceptional students through the complete range of abilities.
2. Inform and advise local education agencies about effective ways to assess abilities and appropriate ways to serve needs of exceptionally able learners.

Institutions of Higher Education should:

1. Continue to refine and provide courses needed by general and special services personnel and school administrators in order to serve very able students appropriately.
2. Conduct research and evaluation on developing and implementing successful gifted programs.

Local Education Agencies should:

1. Provide differentiated curriculum, utilizing as many curricular options and alternatives as possible that expand opportunities for students with high ability and high achievement.
2. Provide staff development to prepare all school personnel for the collaboration needed to serve students' special needs.

Parents and Communities should:

1. Get involved with schools and support school personnel efforts.
2. Strive for the social excellence that nurtures school excellence.

As one of society's most complex institutions, schools require tremendous expenditures in time, energy, and money. The investments are made by a society in which some 70 percent of the taxpayers do not currently have, or never did have, students in school. We make these investments to ensure the learning that will be our legacy for the future. The primary vehicle for creating this legacy of learning is the school-based curriculum.

Theorists define learning as an active mental process of acquiring and using knowledge, or as behavior changed through experiencing. In either case, something new is acquired and adopted by the learner. Learning occurs when a learner doesn't quite "get it" because it is unfamiliar and challenging, but could get it with help. Teachers, parents, peers who have just "gotten it," and others in the community help by providing cognitive scaffolding that optimizes growth and development. People learn by resolving their cognitive disequilibrium. Therefore, curriculum that brings about learning must be curriculum that students can't quite get, but could with help.

A school is a bustling collection of multidimensional classrooms and multifaceted services. To add to the complexity, school is full of students who do not develop neatly and tidily at the same pace. So schools track by age. However, most graded groups--urban or rural, advantaged or disadvantaged, elementary or secondary--have predictable numbers of students who are two, four, six, sometimes eight grade-levels beyond expectations in aptitude for learning, and often in prior achievement of much of the content. If this precocity were a sports-related matter, we would know what to do and we would do it. No longer do we put a talented 6-foot freshman on the bench for two years until reaching a prescribed age at which to perform for us. Nor do we penalize the young jumper bursting with Olympic potential by freezing the high-jump bar at 5 feet until other age mates can clear the height, too. How odd that we willingly remove constraints for skill areas that don't really matter very much in this century or the next millennium, yet shackle bright minds whose output we do so desperately need. **All students have the right to receive meaningful, challenging curriculum in school, and educators and policy-makers have the unequivocal responsibility to provide it.**

Educating our very capable students effectively in Kansas, whether they are very able in leadership, service, arts, crafts, athletics, or academic areas, is a lofty goal. Nevertheless, we can approach that goal by constructing a strong curriculum platform. Imagine the curriculum platform as a sturdy stool to help us reach our high goals. It is buttressed by the three legs of: 1) curriculum content; 2) curriculum management; and 3) a safe, supportive learning environment in which to learn the curriculum.

Classroom teachers, the first leg of this tripod, are responsible for delivering the curriculum content in all its basic, differentiated, compacted, accelerated, and enriched forms. They should introduce content fundamentals at the levels and paces (note the plurals) that can be mastered by each student. No one should have to repeat content which has already been learned! In an unsettling study 5 years ago, researchers discovered that 78 to 88 percent of 5th and 6th grade average readers could pass pretests on reading comprehension before the material was covered by the basal reader. Better readers were performing at 93% on comprehension skills pretests. Earlier a nonprofit educational consumer agency had found that 60% of 5th-graders in some districts could achieve a score of 80% or higher on a test of math content before they opened their books in September, and similar findings were reported with 5th and 10th grade science texts and 10th grade social studies texts. The business world would not tolerate such waste of resources for so little gain! A number of international students who have children in U.S. schools comment that when they return to their homeland, they expect their children to be at least one year behind age mates there. Now this certainly does not mean that all their

schools are better than those here in the U.S., but it does indicate that they have some schools available which provide more challenging learning environments than ours. Surely a rich, democratic land such as ours can do more for all of its students.

Special education facilitators are the second leg supporting the curriculum platform. These facilitators free up options, coordinate alternatives, gather resources, and design responsive learning programs to challenge students appropriately. Their role is vital to the academic welfare of highly able students. They function as team members in classrooms, consultants out of the classrooms, communicators with administrators, and partners with parents. There is no way the general classroom teacher could manage all these roles for special needs effectively and also obtain mastery learning and quality performance on specified outcomes by all students in the heterogeneous classroom of up to 20-30 elementary or 100-150 secondary students per day.

As the third leg of the tripod, school administrators balance the curriculum platform by ensuring the safety and support that exceptional students must have in their learning environments in order to use the resources productively. The school setting must be free of disturbing violence, distracting disobedience, coercive group conformity, and the pervasive, numbing peer disdain toward academic achievement. In too many school settings it isn't very smart to appear to be very smart! Administrators also must put the charge to school psychologists and counselors to help identify special learning needs and provide assistance in untangling the curricular and emotional implications of those needs.

Finally, students must enter school ready and willing to learn. Family partnerships and community involvement with schools [note the African proverb--"It takes a village to grow a child"] help assure student readiness and motivation for learning. Thus the home and the community provide a solid foundation on which the three-legged support for curriculum differentiation is secured.

To summarize my response to this item, the major issue in gifted education today is development and implementation of differentiated curriculum adapted to each student's needs. (Note that the problematic label gifted has not been required to discuss student needs.) Delivery systems, student selection, program support, and other gifted education concerns are simply subsets of the curriculum issue.

4. The next response addresses the question about the most effective way to deliver services to gifted students. Curricular differentiation dictates the choice of service delivery, teaching strategy, materials selection, setting, and evaluation of the learning. The options and alternatives are endless, just as student interests and needs know no bounds. Management of the process is the key. There is a Konza prairie on which to study ecological principles as an independent project or a small-group investigation. A Landon Lecture presentation can be a catalyst for groups of students and community leaders to explore world views. A distance learning conduit could provide the means through which students in geographically isolated areas might interact with other great young minds. Libraries exist in even the least-advantaged schools that could become adequate replacements for basal texts already mastered. What there must be to coordinate these resources are personnel with the training and the time to integrate them into a differentiated, interdisciplinary curriculum.

When the classroom teacher, assisted by the resource teacher, presents curriculum at a flexible pace (typically, but not always, accelerated), with wider scope (enriched), using optional structures (primarily focused on student interests), then special learning needs are accommodated. For many students this will mean curriculum compacting (having the already-mastered parts taken out to buy time for more challenging activities), while for a few it may mean leaving the school grounds temporarily to learn

and work in mentorships, internships, or apprenticeships. Test-out, dual enrollment, double promotion, peer or cross-age tutoring on an occasional basis, independent study, and small-group projects, are stimulating possibilities. Many secondary students would benefit from rigorous Advanced Placement programs, in which they learn at advanced levels while earning hours of college credit that speed up their lengthy academic programs and access their abilities for society at a much earlier age. Success with Advanced Placement course work and exams showcases the competence of students, curtails brain-drain to other parts of the country, pleases parents immensely, and is relatively cheap. Yet it is probably the most under-utilized program option in the state.

Special services are mandatory for serious efforts to provide the differentiated curriculum that optimizes student potential. The dichotomy between integrated or "pull-out" (a horrid term that should be excised from our vocabulary) need not exist. Students with varying abilities should group and regroup often, in and out of the regular classroom, according to their interests and learning preferences (as in reflective or impulsive, visual or oral, social or individual). Many students could be in alternative settings often for a variety of things—the library for research, the science lab for investigation, the music room for practice, a corner of the cafeteria for a committee meeting, or the playground for practice in conflict resolution. Sometimes the classroom teacher should accompany them, with the resource teacher managing the classroom for those who do not go. Any resource teacher who is not willing and prepared to do this should not be in a resource position, for that is simply another way of providing resources to classroom teachers and students. At other times the gifted program facilitator should work with students in an alternative setting such as the resource room or an off-campus location. This is particularly necessary for the extremely able child who is labeled gifted, for whom most of the typical school day and curriculum are irrelevant and perhaps iatrogenic (i.e., when a physician reacts or prescribes in a way that worsens the condition). **However, these alternatives and differentiations require allocation of time and energy for collaboration and coordination.**

3. This point focuses on changes needed in training programs for gifted education as necessitated by school reform and restructuring in the state. More than 10 years ago, as universities became involved in Dean's Grant programs for mainstreaming and participated in several burnout/attrition studies in special education, faculty saw the need for preparing special education personnel to work in expanded roles. Since that time, my colleagues and I at K-State have developed courses, submitted proposals, received federal funding, produced a textbook, and continued to provide instruction and practice in consultation and collaboration skills to serve students with special needs. The empirical evidence is strong and clear that this preparation for consultation, collaboration, and teamwork is the capstone experience in our training sequence, with former students reporting that this course work is what helps them survive and perform their roles capably.

Our special education faculty are participating in the Statewide Systems Change Grant in Teacher Education Reforms as we continue making the changes begun in the early 1980s to respond to mainstreaming, the regular education initiative, and now inclusion and outcomes-based education. Since gifted education programs are housed in special education at K-State, we participate in all these movements. Javits grant funds for gifted programs that focus on under-represented and under-served populations are providing direct links among the university, the Kansas State Board of Education, local school districts, and university programs in other states. We are all collaborating more, and in better ways.

On a more personal note, as Professor in the Department of Special Education and also Chair of the Department of Counseling and Educational Psychology, with graduate student advising and

administrative responsibilities, I elect nevertheless to remain intensively involved with preservice teachers in their undergraduate programs. It is a key element in bringing about more effective school programs for very able students. These future teachers must be ready, willing, and able to teach the high ability students who will spend most of the school day in regular classrooms. They also need guidelines on collaborating effectively with special services personnel. When classroom teachers are prepared to recognize and provide for special needs, there will be a significant ripple effect throughout the entire class. Many teachers say their training in gifted education made them a better teacher for all students. This is not to imply that what's good for the very able is good in the same dose for all, any more than we would treat all children in a family for the condition of one. But teachers who become more proficient at recognizing special needs and making decisions about services to meet those needs will provide for all children more effectively.

One goal for our undergraduate program is to include more training in assessment so that new teachers do not have to learn the skills on the job and can react immediately in appropriate ways to their outcomes-based education responsibilities. It also is our aim to cultivate students' collaborative skills by modeling the concept for them. In spring of '94, as a faculty team we will pilot a secondary-level block of content in educational psychology, classroom assessment, methods, and the exceptional individual. University wheels may grind slowly, but they do turn with a little pressure and the oil of encouragement!

It must be noted also that current classes of preservice teachers undoubtedly include future school administrators. Their awareness of special needs must be cultivated at the undergraduate level so it will influence their own teaching and later direct their decision-making as administrators.

As mentioned earlier, our program at K-State includes training in consultation skills to help bring about the integrated, inclusionary school programs of the future. Many Kansans reside in rural areas and small communities where the cost of being different or outstanding is quite high. The exclusionary system has been counterproductive in such areas, especially in rural gifted programs at the secondary level. The inclusionary approach in which **the classroom teacher collaborates with and receives assistance from the gifted program facilitator**, will help serve these highly able students more efficiently while freeing up time and energy for classroom teachers to provide the correctives and reteaching needed by students who have not yet achieved the base outcomes.

2. This item addresses personnel availability issues, which are really need/ response issues.

In addition to working with preservice teachers and practicing teachers to develop awareness of special needs and strategies to serve those needs, I direct programs of those choosing to certify categorically as gifted program facilitators. In my opinion, one of the most counterproductive decisions made at the state level a few years ago was to eliminate the regular teaching experience requirement from gifted education certification. I argued, and lost, that this supply/demand-driven decision would haunt us, and I believe it has. Sending novice teachers to facilitate differentiated programs for a challenging student population among veteran teachers was a knee-jerk decision that has had some negative consequences. We must learn that while attending to supply/demand pressures may help us "do things right" on a temporary basis, we should be aiming to do right things for the long run.

After several years of gearing up for the mandate and preparing dozens of gifted education teachers at K-State each year, about 10 to 12 students per year now complete the endorsement program for categorical certification in gifted education. Most of them seek employment in gifted education. The opportunity for placement is similar to that of most teacher placements in Kansas, with jobs available and candidates available, but not necessarily in the locations that match teacher preference

and school district need. Some who study in the field of gifted education acknowledge that they do so to enhance general classroom teaching or to become better parents to their own bright children. As for those who leave the field after a few years, my research shows that the most frequently mentioned reasons for leaving are lack of administrator support for the program and lack of classroom teacher support. Some feel the programs have been designed not to succeed, which is further reflected in their other concerns regarding too much travel between schools, excessive paperwork, and unmanageable caseloads. During the training program I stress that they can expect to be working a good part of their time with adults. If they do not see this as workable, let alone stimulating, they probably should elect to seek another kind of position. For those already serving in programs while continuing their training program, I urge them to try working in different ways within their schools, and, if they cannot do so comfortably and enthusiastically, they, too, may need to find some other educational role.

1. My last comments, in reply to the first question, address the program at the university I represent. The gifted education endorsement program begins with course work focusing on the exceptional child, typically taken at the undergraduate level in an area of concentration where one can survey possibilities leading to a career decision. Next is an introductory course in education of gifted students, stressing characteristics, needs, and curricular implications of those needs, along with program prototypes and strategies, and parent involvement. It is this course that seems to help regular classroom teachers most, and I have adjusted the course to meet that population's needs.

The curriculum course for gifted programming is next, and it is a very important one. Studying curriculum models such as the enrichment triad inevitably brings the comments, "Why can't we do this in Kansas? It makes so much sense." (In this model classroom teachers compact curriculum for high-achieving students, target high ability students who need more challenge out of the class room, let children rotate in and out of special services as their immediate interests and long-term needs dictate, and work with resource teachers to enrich curriculum for an expanded portion of all students. All this is managed through intensive staff development and teamwork.

Most graduate-level students then complete two practica, often one at elementary level and another at secondary level to meet the demands of smaller schools with greater distances between schools that hire for K-12 services. Other course work includes the vital course on consultation skills, and the key course on principles of measurement, along with advanced educational psychology, and research methods and treatment of data. Students round out their programs on an individualized basis, typically choosing from among courses such as behavioral disorders or learning disabilities, guidance, creativity, and computer applications.

Students in these graduate-level programs are evaluated during each course by instructors, and then by their advisor and their supervisory committee in the master's examination if completing the master's degree as most do. They are evaluated by the cooperating teacher from the practicum site district, and also complete a self-assessment after practicum. They are evaluated by administrators during their first year on the job. In turn, they evaluate our programs through student critique of their course instruction, through graduate feedback solicited by the Dean's office, and through informal interactions by mail, phone, and in person. Most of them remain in contact with advisors for many years, interacting frequently at conferences and other professional meetings. However, I must be candid--in the past few years such interactions typically focus on, "What have you heard now about the gifted ed mandate?" **This constant management-by-crisis in their high-visibility, necessarily low-profile roles, is draining and demoralizing.** Although convinced that their work is needed and

their services to students are vital, validation of the importance of their work is infrequent and insufficient.

In conclusion, I will explain why I am providing these comments in written form as presented by my K-State colleague who is Chair of the Department of Special Education. November 4th falls right in the middle of the major gifted education national conference. My presentations and responsibilities there have been set for more than a year. Perhaps a list of those responsibilities will help summarize my position in this field. As past-chair of the Professional Development Division, I continue to contribute in the area of personnel preparation. As presenter of two sessions describing the university's participation in the Javits grant projects, I will explain alternative assessment techniques used to serve under-represented, under-served populations and the leadership/service curriculum we have developed for very able students from those populations. In two other presentations I will focus on curriculum and on student development in the sociocultural domain. As a panel member for personnel preparation I will address staff development methods, and as member of the national task force on advocacy I will help generate plans for ensuring that gifted education is an integral part of the school reform/restructuring conversation.

In the state of Kansas we have a long history of support for gifted education. We are on record in the late 1940s and early 1950s as being one of only two states (and the first of the two, it appears) making statewide effort to serve high ability students effectively. In spite of valiant efforts to develop and operate gifted programs in all schools at all grade levels in the state since July 1, 1980, fiscal constraints are taking hefty tolls upon school resources and constituents' endurance. Nevertheless, we cannot just sweep the pieces of gifted programs and personnel from the board and hope to begin again on some better day. There would be grave danger, in these austere times, that once shut down, our vehicle for serving exceptional needs of the very able would be so expensive to start up again that they never would be reinstated. Our very able students would become disenfranchised now from the programs of differentiated curriculum that can help them more nearly realize their potential, and we would all be the losers in that. We have come far and learned much. Now we are in the precarious position of needing to repair our lofty plane while it is in flight. This will require ingenuity, fortitude, and a good amount of bravery. I profess that we can do it, and the payoff will bless us all.

Members of the School District Finance and Quality Performance Accreditation Monitoring Committee

Members of the House and Senate Education Committees

I appreciate the opportunity to provide input regarding our teacher education program in gifted child education at the University of Kansas. KU has a longstanding commitment to gifted child education, housing one of the country's oldest doctoral programs in the field. In fact, one of the key "formative" figures in our field in this century was a member of KU's education faculty in the 1930's (Paul Witty).

Teacher Preparation at KU. Most of our students complete a graduate endorsement in gifted child education. That is, they are already certified teachers, and they are adding this endorsement to their teaching credential. About half of our students also complete a master's degree.

The endorsement program at KU totals 29 graduate credit hours. When students have successfully completed coursework in characteristics and identification of gifted/talented students, a teaching methods course and a graduate practicum (like student teaching), they are eligible for a provisional certificate.

Students have three years to complete the rest of the program: courses in program development/collaboration/evaluation, the creative process, conferencing with parents of exceptional children, the psychology of learning, development of children or adolescents (depending on if they are elementary or secondary certified in general education), and educational measurement. The student's gifted endorsement parallels their general education endorsement; however, we do have in place a procedure for students to earn an "off level" endorsement by completing additional practica and coursework in child or adolescent development.

Procedures used to evaluate student attainment of program competencies include formal tests, projects, papers, journals, field experiences, presentations, and conferences with their instructors and supervisors.

Who Completes the Program? Since the majority of our students are practicing teachers, they complete our program on a parttime basis. Therefore, the number of students completing the program each year varies. The average number of students completing the endorsement over the past five years is about twelve each year.

Most of our students are hired with the provisional endorsement. Please keep in mind that even if a student has completed all of the coursework required for the full endorsement, the student still needs to teach successfully for a year in a gifted education program before becoming eligible for the full endorsement.

Our students are in high demand. I can think of fewer than half a dozen students over the past fifteen years who were **not** hired upon completing the first two courses and practicum. We are contacted regularly by special education directors searching for our graduate students who might be available for employment.

*St. House and Senate Ed. Comms.
11/93
Attachment 10*

The Impact of Restructuring on Our Program: Our program has maintained close ties to general education. Even so, we are strengthening the general - special education connection. As of 1992, a special education undergraduate minor in teacher education went into effect with the incoming freshman class. Gifted education is one of the options students can elect. In the only one year since its implementation, our program grew from two to six students: students in the junior year who had made the commitment even before the program officially went into effect. We anticipate that these numbers will continue to grow.

We have already made changes in our curriculum to reflect the impact of the restructuring/reform movements: for example, how to develop and use portfolios to identify "hard-to-find" gifted students, individuals whose backgrounds or other handicapping conditions might mask their talents, and to evaluate the effects of services. Our program has been outcomes-oriented since its inception; however, we are preparing our teachers to interface with general education professionals implementing an outcomes-based approach. We have added content on collaborating with general education teachers, and methods for helping teachers provide more appropriate challenge through the standard curriculum to bright students.

The Most Effective Way to Deliver Services to Gifted Students. Bright youngsters are the most "included" in general education of any identifiable group of students who have exceptional needs. Yet, they are probably the group whose needs are the least addressed.

The key to meeting any of the educational needs of bright students in the general education classroom is whether that classroom is a responsive environment. The question is: Can the over two million general education teachers in this country provide an appropriate environment for students who are often three to five grades beyond their age mates? And if they can do it, why have they not been doing it, when studies like the three just released by the National Research Center on the Gifted and Talented have found painfully few accommodations for talent?

I believe that, if we offer more challenge to students, if we emphasize higher level thinking in the standard curriculum rather than restricting options like these to programs for which students need to be "pulled out" of their classrooms, several things will happen.

First, we will improve the academic climate in all classrooms. Our students -- all of our students-- will demonstrate improved performance on the standardized tests used as benchmarks in comparing the effectiveness of education in the United States to other countries.

Second, we will find more talent emerging in those classrooms, particularly in communities where we suspect talent is "underidentified."

Third, the performance of bright students will escalate dramatically. (Some of this has already been demonstrated in studies conducted by the National Research Center.) And these bright youngsters will have an **increased** need for services that extend beyond the classroom.

After all, we need to keep in mind that when dealing with potential talent, if services are effective, we will not "cure" children of giftedness in the medical sense, but these children will demonstrate even more talent, and at higher levels.

I believe that educators need to be flexible in providing programming for gifted students. Some of their needs can and should be met in the context of the standard curriculum and by the child's general education teacher(s). A solid general education program **supports, not supplants** out-of-classroom services for talented students.

Major Issues in Gifted Education Today. Connecting to the general education program is of prime concern in gifted education circles, in the ways I have described above.

Identifying the educational "home for gifted and talented students is a recurring issue, and one that is resurfacing this time in the context of outcomes education. The issue is whether gifted students' achievement relative to outcomes should be included in general education, or separated out with other exceptionalities. It stands to reason that general education administrators would want to incorporate gifted students with the general population, because bright students will raise the district average on standard academic measures. However, the minimum competency perspective that is at the core of outcomes based education runs counter to basic principles of gifted/talented education. Creating extended outcomes is an important first step; however, it will not specify the way in which services are delivered to support students with high potential to meet and exceed even extended outcomes.

Finding talent in groups that are underrepresented in gifted programs is another key issue. As the field has matured and the knowledge base has increased, we have realized the failure of standardized tests to identify many talented youngsters, especially from low income backgrounds and from a broad range of ethnic backgrounds. Advances in understanding the nature of intelligence have also highlighted the narrow spectrum of ability identified through standardized testing.

Addressing the needs of students who are "twice exceptional" is another emerging issue. Over the past twenty years of developing and implementing public policy, practitioners have created a split between student strengths and needs. So, if a bright student has a reading disability, or a vision problem, a decision is usually made to limit services to the child's need area, and to leave the child's talent unaddressed. The fields within exceptional child education are building more bridges to respond to the needs for related services for these students.

Again, I appreciate your consideration. I would be happy to provide additional information as needed.

Respectfully submitted,



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