

At-Risk Accountability Plans



2026 Great Ideas in Education Conference

At-Risk Accountability Plans

Beginning in the 2026–2027 school year, all districts must submit an At-Risk Accountability Plan that:

- Uses evidence-based instruction for students eligible for at-risk services
- Measures academic growth over time using quantitative data
- Sets clear, measurable improvement goals for identified student groups
- Uses at-risk funds for services above and beyond regular instruction, as required by law
- Demonstrates academic improvement for at-risk students



School Improvement in Kansas



The continuous and intentional alignment of systems, resources, and instructional practices to improve student outcomes by creating coherence across the systems of

- quality instruction,
- standards alignment,
- structured literacy, and
- balanced assessments.

It prioritizes collaboration, support, and the sustained use of evidence-based practices to meet the unique needs of every system

School Improvement Theory of Action



If we strengthen coherence across
Kansas,



By focusing on a few high-leverage,
fundamental actions,



Then our students will develop more
knowledge and skills leading to greater
opportunities and fewer limitation.

Kansas School Improvement Model

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment System

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instruction and materials in pre-K-12.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Emphasis on allocating time, personnel, and/or financial resources to support implementation of the 4 Fundamentals.

Classroom Observation

Processes for classroom observation, data collection, and feedback are used to optimize conditions for learning. This could include informal observation and/or formal evaluation models.

Professional Learning

District professional development and mentoring plans account for the alignment of classroom practice with the 4 Fundamentals to optimize conditions for learning in classrooms.

Professional Collaboration

Collaboration system includes grade level and content area teachers aligning instruction with the 4 Fundamentals to optimize conditions for learning in classrooms.

Tiered System of Supports

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Family, Community and Business Partnerships

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

Once a school system selects the Fundamental/Structure combination, it will select a Measure of Progress to track implementation progress with 6-month and 1-year targets.

Updated June 2026

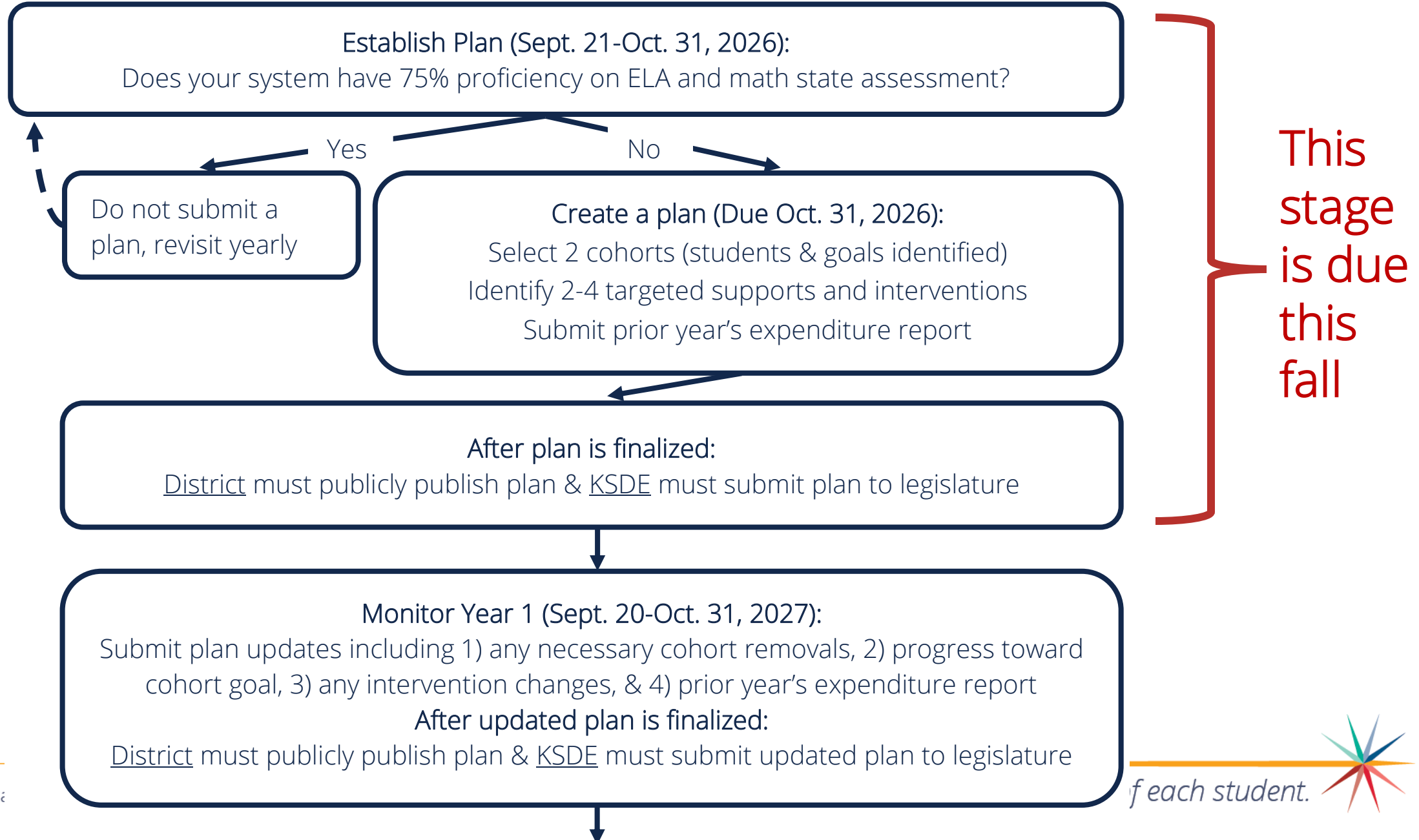


How is At-Risk Accountability Tied to School Improvement?

- At-risk accountability is not a separate initiative. It *is* school improvement, but through a targeted lens.
- How can you provide targeted support for at-risk students through the fundamental your district has chosen?
 - At-risk accountability requires districts to identify 2-4 interventions for each cohort
- At-risk funds should be intentionally aligned to instructional priorities, ensuring resources support district improvement efforts.



At-Risk Accountability Plan Timeline



At-Risk Accountability Plan Timeline



Monitor Year 2 (Sept. 20-Oct. 31, 2028):

Submit plan updates including 1) any necessary cohort removals, 2) progress toward cohort goal, 3) any intervention changes, & 4) prior year's expenditure report

After updated plan is finalized:

District must publicly publish plan & KSDE must submit updated plan to legislature



Monitor Year 3 (Sept. 20-Oct. 31, 2029):

Submit plan updates including 1) any necessary cohort removals, 2) progress toward cohort goal, 3) any intervention changes, & 4) prior year's expenditure report

After updated plan is finalized:

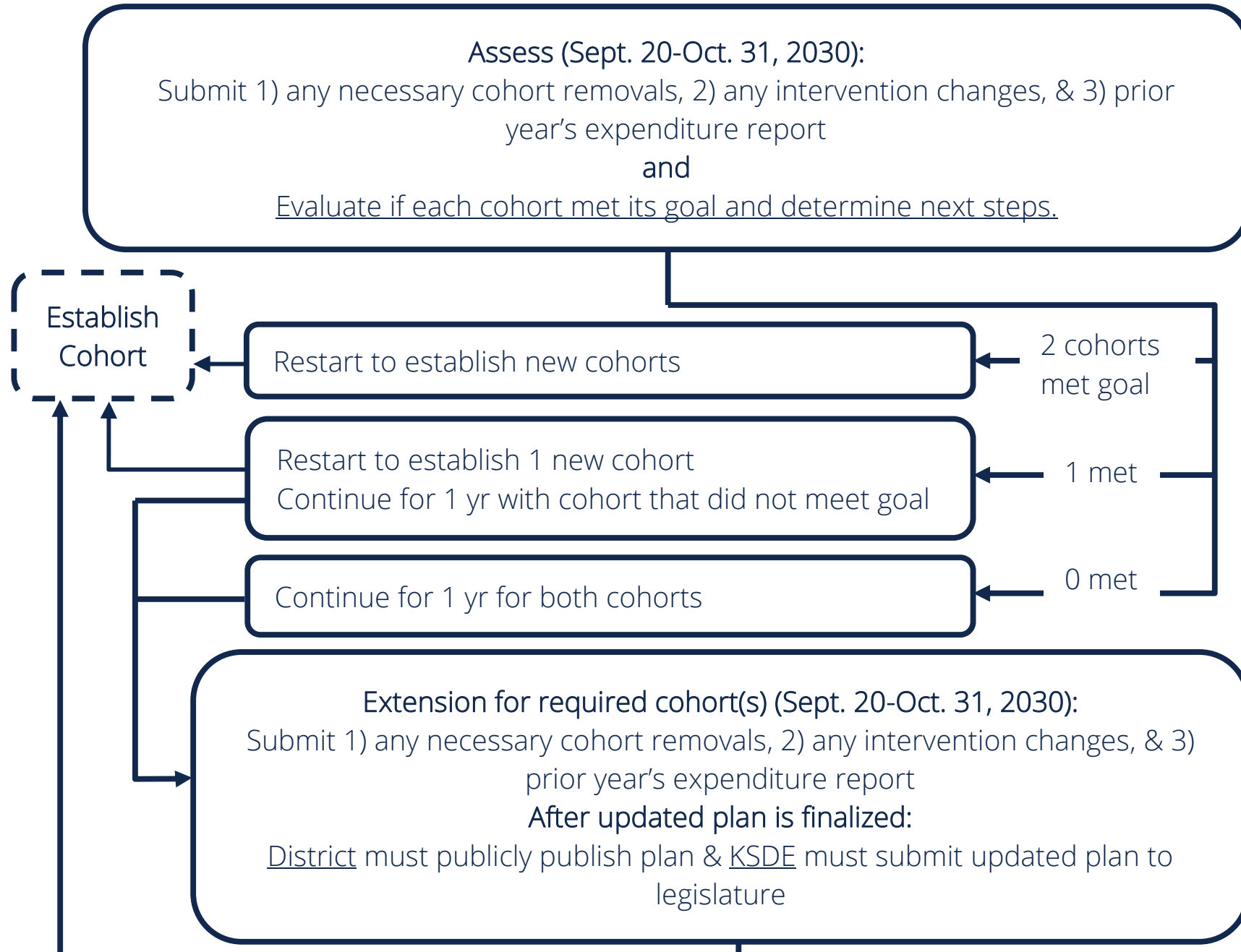
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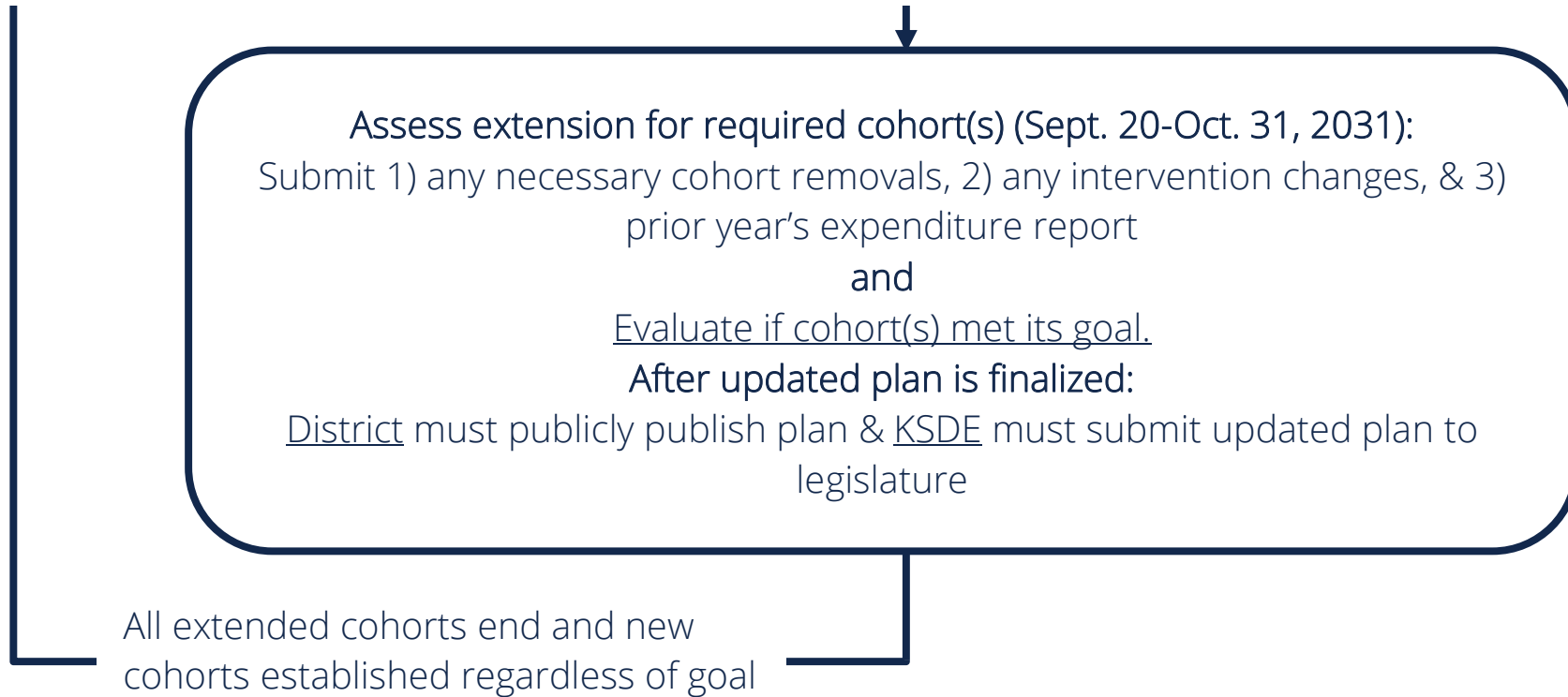
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At-Risk Accountability Plan Timeline



At-Risk Accountability Plan Timeline



*See At Risk Funding Adjustments on page 17 for details regarding cohort goal achievement at funding impact.



Establish Cohorts (Year 1)

Sept. 21-Oct. 31, 2026

Does your district have 75% proficiency in ELA and Math district wide?

- **Yes** – Eligible for additional funding, cohort not necessary but will re-evaluate every year
- **No** – Must engage in cohort process



Establish Cohorts (Year 1)

Sept. 21-Oct. 31, 2026

- Establish 2 cohorts
 - Cohorts are grade-based (K-8)
 - 1 cohort must be grade 4
 - Cohorts contain only at-risk students
 - If a district cannot form an at-risk only cohort, they may include not at-risk students
 - Cohorts contain one subgroup identified for state assessment purposes
 - Cohorts must have a minimum of 11 students
 - Districts will work with KSDE if they cannot form an 11-student cohort
 - Students cannot join the cohort once set



Establish Cohorts (Year 1)

Sept. 21-Oct. 31, 2026

- Set a cohort goal
 - *A quantitative academic improvement goal* for what the cohort will achieve in 4 years (cannot change)
 - If the grade has an ELA or math KAP assessment in year 4, the goal should be based on that assessment performance.
 - Cohort goal cannot change once set
- Identify 2-4 interventions
 - Can change in future years
- Submit prior year's expenditure report
- District must publicly publish plan
- KSDE must submit plan to legislature



Monitor Cohorts (Years 2-4)

Sept. 20-Oct. 31 Yearly (2027, 2028, 2029)

- Submit plan updates including:
 - Necessary cohort removals (see guidance document for details)
 - Progress toward goal
 - Intervention Changes (if needed)
 - Prior year's expenditure report
- District must publicly publish plan
- KSDE must submit plan to legislature



Assess Cohort Goal (Fall after Year 4)

Sept. 20-Oct. 31, 2030

- Submit plan updates including:
 - Necessary cohort removals (see guidance document for details)
 - ~~Progress toward goal~~
 - Intervention Changes during Yr 4 (if needed)
 - Prior year's expenditure report
 - Evaluate goal achievement
- Determine next steps before finalizing this year's plan



Determine Next Steps (Fall after Year 4)

Sept. 20-Oct. 31, 2030

For each cohort that does **meet goal**:

- Restart the cohort cycle and establish a new cohort

For each cohort that does **not meet goal**:

- 1 extension year is granted
- Submit plan updates:
 - Necessary cohort removals
 - Intervention changes (if needed)

Finalize plan
District must publicly publish plan
KSDE must submit plan to legislature



Monitor and/or Assess Extension

Sept. 20-Oct. 31, 2031

For each cohort established in prior year:

- Submit plan updates :
 - Necessary cohort removals
 - Progress toward goal
 - Intervention Changes
 - Prior year's expenditure report

For each cohort that required an extension:

- Submit plan updates:
 - Necessary cohort removals
 - Intervention changes (if needed)
 - Evaluate goal achievement
- Restart the cohort cycle and establish a new cohort

Regardless of cohort cycles, finalize plan:

- Submit prior year's expenditure report
- District must publicly publish plan
- KSDE must submit plan to legislature



How Will Funding Be Impacted?

Cohort Goal Achievement	Impact of increased BASE aid amount	If BASE aid in 2031-2032 is \$6,000 and additional funding is \$200. The BASE aid would be
Both cohorts meet or exceed their goals	Receives <u>all</u> of the increase to the BASE aid amount applied to the at-risk and high-density at risk weighting.	\$6,200
Only one cohort meets or exceeds their goal	Receives <u>half</u> of the increase to the BASE aid amount applied to the at-risk weighting.	\$6,100
No cohorts meet or exceed their goal	Receives <u>none</u> of the increase to the BASE aid amount applied to the at-risk weighting.	\$6,000



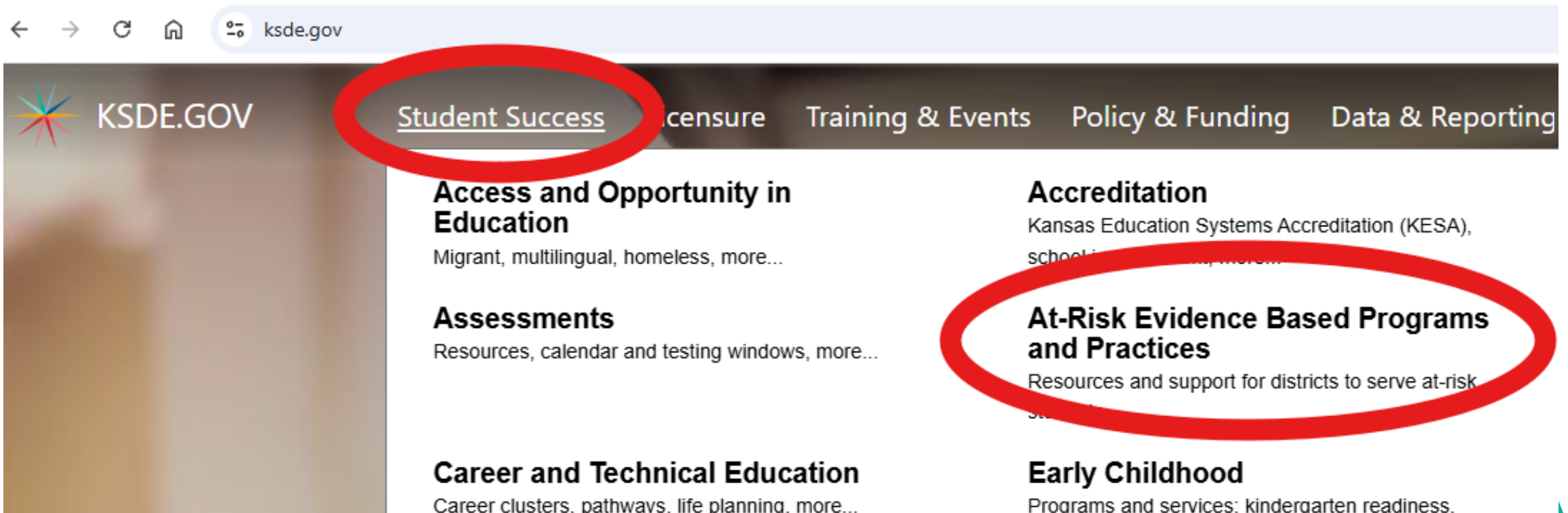
Resources and Technical Assistance

- Authenticated Application
 - Practice today, Officially available for plans Sept. 21-Oct. 31, 2026
- At-Risk Accountability Plan Guidance Document and & Example Plans on website
- Summer/Fall Trainings – Schedule is being finalized now
- Budget conversations with School Finance
- General questions: stateatrisk@ksde.gov



At-Risk Webpage

- www.ksde.gov → Student Success → At-Risk Evidence Based Programs and Practices



Example Plan

Step 1: Identifying the Cohort

1.

Grade at Cohort Start

KG

01

02

03

04

05

06

07

08

This means grade 6 is evaluation grade

2.

Subgroup

English Learner Students

▼

Cohort Years	# at Start	# Retained	Attrition Rate	Min. Cohort Size
2021 - 2024	261	198	24.14	15
2022 - 2025	213	162	23.94	15
2023 - 2026	226	0	100	11
2026 - 2029	255	?	?	?

If we expect a similar attrition rate, aim for 15+ students

3.

Student Filters

At Risk (Expanded)

Academic Level

Falling Behind

Potential Dropout

Insufficient Mastery

Retained

Chronically Absent

Suspensions/Expulsions

Homeless/Migrant

ELL

Social Emotional Needs

Dyslexia

Foster Care

Narrow in on at-risk population



Example Plan

Step 1: Identifying the Cohort

Available Students

Students in Cohort

Available Students

1.

Select All

CSV

Select "all" or manually select students

Clear Selected

2.

Add Selected

Add students to cohort

Select	Name	Bldg No	Grade Level	ELA Perf	ELA Status	Math Perf	Math Status	Add
☒	Laura Perez		03	N/A	N/A	N/A	N/A	Add
☒	Patrick Moore		03	N/A	N/A	N/A	N/A	Add
☒	Angela Ortiz		03	N/A	N/A	N/A	N/A	Add
☒	Michael Clark		03	N/A	N/A	N/A	N/A	Add



Example Plan

Step 1: Identifying the Cohort

1. **Available Students** **Students in Cohort** View students in cohort

Students in Cohort

Select All Clear Selected

☐ Laura Perez

2. **Finalize Cohort Students** Remove Selected

Finalize students in cohort



Example Plan

Step 2: Selecting a goal

1.

Ending Grade: 6th Grade
Subgroup: English Learner Students
At Risk: At-Risk Approximation (including level 1 and 2 as not meeting grade level standards)
Update Performance Data

REMEMBER: We want to make a goal for the cohort's ending grade

Select a subgroup most closely representing your cohort

See the at-risk guidance document for at-risk details

2.

ELA Math
PerfCat API Scale Score User Defined

Search through the different tabs to understand how the above demographic historically performs

REMEMBER: The 2025 & 2026 assessments use different scale scores

Performance Category (PerfCat) Distribution - ELA

Year	Level 1 (n / %)	Percent Change	Level 2 (n / %)	Percent Change	Level 3 (n / %)	Percent Change	Level 4 (n / %)	Percent Change
2025	144 / 79.12%	6.49	31 / 17.03%	-6.12	7 / 3.85%	0.69	0 / 0.00%	0.00
2024	138 / 72.63%	-2.37	44 / 23.16%	1.36	6 / 3.16%	0.59	2 / 1.05%	0.29
2023	117 / 75%	-3.47	34 / 21.79%	5.13	4 / 2.56%	-2.3	1 / 0.53%	-0.26
2022	113 / 78.47%	-1.24	24 / 16.67%	0	7 / 4.86%	1.24	0 / 0.00%	0.00
2021	110 / 79.71%	0	23 / 16.67%	0	5 / 3.62%	0	0 / 0.00%	0.00

Example Plan

Step 2: Selecting a goal

1.

ELA Math

PerfCat API Scale Score User Defined

← Different goal templates are displayed when clicking through these sections

Choose a goal & answer questions to provide context

2.

PERFCAT Goal 2: Increase Proficient (3 & 4)

The percentage of grade 03 students in levels 3 & 4 on the ELA assessment will increase from the baseline 3.85% to [Y]%.

GOAL 1 3.96%	GOAL 2 3.99%	GOAL 3 4.02%
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Why did you select the goal you chose?

Our district has seen growth in our English learner (EL) population. English language development is a key factor in accessing grade-level ELA standards, particularly in upper grades. This goal establishes a focused approach to providing targeted supports that advances both language development and academic achievement.

How does this align with your District's School Improvement Efforts?

In order to improve our district, we need to have a strong tiered system of support. Following our MTSS process, we will continue to support student interventions and assess for risk and standards by using data to inform our practice. This cohort highlights the MTSS work across the district, specifically with tiered support for EL students.

3.

Confirm Selected Goals

Example Plan

Step 3: Describing the cohort

Cohort Information

Cohort Name

Grade 3 ELA - EL At-Risk ← Change the cohort name if needed

Cohort Description

All 3rd grade students identified as English learners. Data indicates that this group may require targeted support to improve performance on the ELA state assessment.

← Provide a short description so your team will quickly remember who is in the cohort and why

Cohort Type

Required Cohort #1

← Change to a non-required cohort if your district decides this isn't one of your two cohorts for the plan.



Example Plan

Step 4: Selecting interventions

1.

Reading and English Language Arts Programs

* Program supports English learners

95 Phonics Core Program K-5*	AIM Pathways to Proficient Reading	Achieve 3000 - Empower 9-12	Achieve 3000 - TeenBiz3000 6-8
Burst Reading (now: mCLASS Intervention) K-3*	Corrective Reading - Beginning Reading 3-5	Fast ForWord 5-6*	Flashlight360 1-12*

Math Programs

* Program supports English learners

Bridges in Mathematics for PreK-5	Cognitive Tutor Algebra I 9-12	DreamBox Math K-5	Imagine Math K-8
iReady Personalized Instruction Math	IXL Math PreK-12*	Odyssey Math K-8	Pirate Math 3*

Select the 2-4 interventions for the cohort's first year

2.

Why did you select these? Include the data and evidence used to select the Interventions.

Our district is committed the MTSS process in both ELA and Math. Specific student interventions are based on intervention protocols. We adopted Heggerty's Bridge to Reading as a way to pair with other Heggerty interventions.

Additionally, our district had Foundations provisionally approved in 2025. We used the Foundations for in the 2023-2024 school year and saw students make greater gains on their universal screener compared to previous school years when we did not provide the intervention.

Go Back

Save

Submit

Briefly describe why the interventions are selected.

Submit the finished cohort



What's Next?

- Become familiar with your assessment data and at-risk interventions.
- When you submit KIDS records, make sure your at-risk data is updated and accurate.
- Think about continuity between supports for at-risk students and your overall School Improvement work.
- KSDE will provide trainings and technical assistance.

For questions around at-risk accountability plans, you can email stateatrisk@ksde.gov



Monday Schedule

Breakout sessions 10:45-11:30 am, 11:30-12:15 pm

- Cohort Building & Goal-Setting Guidance
- IT Support & At-Risk Application Walkthrough
- Cybersecurity and General IT Discussion
- KEDS Support
- Expenditure Report/At-Risk Funding Guidance
- Overview will be repeated from 1:15-2:00 pm
- Breakout sessions start at 2:00 pm



Tuesday Schedule

9:30-10:30 – Overview

Breakout sessions 11:05 am-12:05 pm, 2:50-3:50 pm, 3:55-4:55 pm

- Cohort Building & Goal-Setting Guidance
- IT Support & At-Risk Application Walkthrough
- Cybersecurity and General IT Discussion (not at 11:05)
- KEDS Support (not at 3:55—session in Rm Cypress B 209)
- Expenditure Report/At-Risk Funding Guidance



- https://drive.google.com/file/d/1BQS3TJR9cP9nRo_6b9vBd1OsG5BSMSL-/view?usp=sharing

