

At-Risk Accountability Example Plans





Kansas State Board of Education

900 S.W. Jackson Street, Suite 600 | Topeka, Kansas 66612-1212 | (785) 296-3203 | www.ksde.gov/state-board

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District 1



Danny Zeck, *Vice Chair*
danny.zeck@ksde.gov

District 2



Melanie Haas
melanie.haas@ksde.gov

District 3



Michelle Dombrosky
michelle.dombrosky@ksde.gov

District 4



Connie O'Brien
connie.o'brien@ksde.gov

District 5



Cathy Hopkins, *Chair*
cathy.hopkins@ksde.gov

District 6



Dr. Beryl A. New
beryl.new@ksde.gov

District 7



Dennis Hershberger
dennis.hershberger@ksde.gov

District 8



Betty Arnold
betty.arnold@ksde.gov

District 9

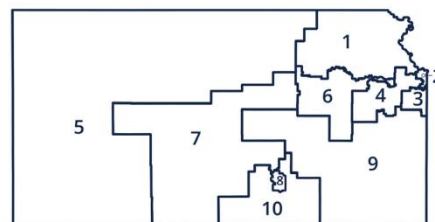


Jim Porter
jim.porter@ksde.gov

District 10



Debby Potter
debbie.potter@ksde.gov



Kansas divided into the ten State Board of Education districts.



900 S.W. Jackson Street, Suite 102 | Topeka, Kansas 66612-1212 | (785) 296-3201 | www.ksde.gov

Kansas Commissioner
of Education



Dr. Jake Steel
jake.steel@ksde.gov

Deputy Commissioner
Division of Fiscal and
Administrative Services



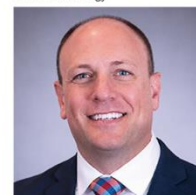
Dr. Frank Harwood
frank.harwood@ksde.gov

Deputy Commissioner
Division of Learning Services



Dr. Renee Nugent
renee.nugent@ksde.gov

Deputy Commissioner
Division of Accountability
and Technology



Dr. Zach Conrad
zach.conrad@ksde.gov

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At-Risk Accountability Example Plans

Purpose of this Document

This document is intended to support school districts in the development and implementation of their at-risk accountability plans and associated responsibilities. This document includes example plans that meet the requirements K.S.A. 72-3574.

This law establishes requirements to create at-risk student accountability plans, annually report on at-risk student performance, show longitudinal academic improvement for those students, and report annually to the State Board of Education on the progress of such plans. The 2026 legislature amended requirements related to school-district at-risk accountability plans.

To support districts’ accountability plan creation, the Kansas State Department of Education created an [At-Risk Accountability Plan Guidance](#).

Components of the plan templates in the current document are based on the legislative requirements and recommendations from the district leadership that participated in the at-risk accountability plan pilot program in 2024-2025 and 2025-2026.

The examples below include the same information in the At-Risk Accountability Plan Authenticated Application where districts will submit the plan. However, the layout here does **not** mirror the look in the application.

Large District Example Plan

D0999 District Name	
Cohort 1	Cohort 2
Goal Subject: Math	Goal Subject: ELA
Cohort Starting Grade: 4	Cohort Starting Grade: 3
Attrition Calculator	Attrition Calculator
Student Population: At-Risk Approximation (including level 1 as not meeting grade level standards)	Student Population: At-Risk Approximation (including level 1 as not meeting grade level standards)
Total Eligible Students: 2616	Total Eligible Students: 2536
Most Recent Attrition Rate: 45.38%	Most Recent Attrition Rate: 42.60%
Minimum Cohort Size: 21	Minimum Cohort Size: 20
Cohort Selection	Cohort Selection
Cohort Name: Sunflower Elementary 4 th Grade Math – All At-Risk Students	Cohort Name: 3rd Grade ELA - EL Academic At-Risk
Cohort Description: All at-risk 4th grade students at Sunflower Elementary. SES has had the highest percentage of students in achieving ELA proficiency in the last 3 years when compared to other district elementary schools.	Cohort Description: All 3rd grade students identified as at-risk based on one or more academic indicators AND identified as English learners. Data indicates this group may require targeted support to improve performance on

predicted scores and actual scores for each student. Currently 78% of Sunflower Elementary students meet their predicted scores over a 4-year time frame. Why did you select the goal you chose? We have seen students at SES continually improve in the last 5 years. We believe that with current trajectory, the selected cohort will be able to continue to see positive gains. We believe that student growth can be viewed across grades and our developed research model will highlight student success. We selected our Black or African-American students because that is our largest racial group at Sunflower Elementary. This will allow us to have the largest number of students in our cohort. How does this align with your District's School Improvement Efforts? Our most recent School Improvement Action Plan included a balanced assessment component. Our district needs to be able to understand our assessment data. We are interested in learning more about what is setting apart student performance at SES compared to the rest of the district.	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 support 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 adjust instruction. This cohort highlights the MTSS work across the district.
Interventions Selected Interventions: • Imagine Math • Multi-Tier System of Supports (MTSS) • Scaffolding Instruction Schema Instruction • (TASN Kansas MTSS & Alignment Project) Why did you select these? Include the data and evidence used to select the interventions. Our district is committed to the MTSS process in both ELA and Math. Specific student interventions are based on intervention protocols. We adopted Imagine Math after our DLT, Curriculum Leader, and SPED Director evaluated multiple math intervention programs.	Interventions Selected Interventions: • Heggerty's Bridge to Reading • Multi-Tier System of Supports (MTSS) • Scaffolding Instruction Schema Instruction • Other intervention provisionally approved: Foundations (Wilson Language) 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.

Medium District Example Plan

D0999 District Name	
Cohort 1	Cohort 2
Goal Subject: ELA	Goal Subject: ELA
Cohort Starting Grade: 4	Cohort Starting Grade: 1
Attrition Calculator	Attrition Calculator
Student Population: At-Risk Approximation (including level 1 and 2 as not meeting grade level standards)	Student Population: At-Risk Approximation (including level 1 and 2 as not meeting grade level standards)
Total Eligible Students: 125	Total Eligible Students: 96
Most Recent Attrition Rate: 28.28%	Most Recent Attrition Rate: 32.77%
Minimum Cohort Size: 16	Minimum Cohort Size: 17
Cohort Selection	Cohort Selection
Cohort Name: 4th Grade ELA - Dyslexia	Cohort Name: 1st Grade ELA – Not Disabled At-Risk Students
Cohort Description: 4th grade students who were identified as high risk on the 3rd grade spring screener and concern was verified in diagnostic assessments showing their difficulty is in word recognition/ decoding, exhibiting characteristics of dyslexia or students who have been identified as having dyslexia. Historically, a majority of students in this at-risk demographic have not demonstrated proficiency on the 4th grade ELA assessment.	Cohort Description: All not disabled 1st grade students who are eligible for at-risk services in the district will be in this cohort.
Cohort Criteria (General Filters):	Cohort Criteria (General Filters):
Grade 4	Grade 1
Cohort Criteria (At-Risk Filters):	Cohort Criteria (At-Risk Filters):
- Has insufficient mastery of skills or is not meeting state standards - Is identified as a student with dyslexia or characteristics of dyslexia.	All At-Risk Students
Cohort Criteria (Assessment Sub-Group Filters):	Cohort Criteria (Assessment Sub-Group Filters):
White	Not Disabled
Finalized Cohort Size: 28	Finalized Cohort Size: 103
Goal Setting	Goal Setting
Goal Type: System Tracking Goal	Goal Type: System Tracking Goal
Measurement Scale: Performance Category	Measurement Scale: Performance Category
Goal Selection: Option 3	Goal Selection: User-Defined

Goal Statement: The percentage of grade 7 cohort students in levels 3 & 4 on the 2030 ELA assessment will increase from the 2026 grade 7 comparison group baseline of 13% to 17.25%. Why did you select the goal you chose? It is our district goal to have 55% districtwide proficiency by 2035. This cohort goal builds on our current district goal while accounting for historic trends. We selected White students for this subgroup assessment as they are our largest racial group in the district which will allow us to get as many students as possible into the cohort. How does this align with your District's School Improvement Efforts? Our 2024-2025 and 2025-2026 School Improvement Action Plans emphasized the structured literacy fundamental. We believe that selecting a cohort of students with dyslexia or are flagged as at-risk for dyslexia will be an opportunity to showcase the impact of our action plans.	Goal Statement: The percentage of grade 4 cohort students in levels 3 & 4 on the 2030 ELA assessment will increase from the 2026 grade 4 comparison group baseline of 39.9% to 43.5%. Why did you select the goal you chose? It is our district goal to have 55% districtwide proficiency by 2035. This cohort goal builds on our current district goal while accounting for historic trends. We selected not disabled students for the assessment subgroup requirement. We will continue to support our students with disabilities as they contribute to our districtwide goal but they will not be reported on the at-risk accountability plan. How does this align with your District's School Improvement Efforts? Our 2024-2025 and 2025-2026 School Improvement Action Plans emphasized the structured literacy fundamental. We believe that focused structured literacy interventions in early grades are critical for the district to achieve long term student outcomes.
Interventions Selected Interventions: • Wilson Reading System • FastBridge • Explicit and Systemic Instruction • Phonological Awareness Training Why did you select these? Include the data and evidence used to select the interventions. Our district recently adopted Wilson Reading System after our ELA PLCs reviewed different interventions. K-6 ELA staff trained on the program last year. We use FastBridge to screen for dyslexia risk. We first adopted FastBridge because of KSDE's financial support. We have decided to continue to use FastBridge because the PD offered for teachers to analyze data has been crucial to meet our district proficiency goal. We also selected two of the interventions that we typically practice supporting our students with dyslexia or who are flagged as at-risk for	Interventions Selected Interventions: • Wilson Reading System • FastBridge • Explicit and Systemic Instruction • Phonological Awareness Training Why did you select these? Include the data and evidence used to select the interventions. Our district recently adopted Wilson Reading System after our ELA PLCs reviewed different interventions. K-6 ELA staff trained on the program last year. We use FastBridge to screen for dyslexia risk. We first adopted FastBridge because of KSDE's financial support. We have decided to continue to use FastBridge because the PD offered for teachers to analyze data has been crucial to meet our district proficiency goal. We believe that focusing on these interventions in early grades will have a direct impact on 4th grade ELA assessments for the cohort's

dyslexia.	evaluation year.
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Small District Example Plan

D0999 District Name	
Cohort 1	Cohort 2
Goal Subject: Math	Goal Subject: Math
Cohort Starting Grade: 5	Cohort Starting Grade: 4
Attrition Calculator	Attrition Calculator
Student Population: All Students (*At-risk students only do not meet 11 student minimum)	Student Population: All Students (*At-risk students only do not meet 11 student minimum)
Total Eligible Students: 16	Total Eligible Students: 15
Most Recent Attrition Rate: 34.23%	Most Recent Attrition Rate: 36.00%
Minimum Cohort Size: 32	Minimum Cohort Size: 31
Cohort Selection	Cohort Selection
Cohort Name: 5th Grade Math – All Students	Cohort Name: 4th Grade Math – All Students
Cohort Description: All 5th grade students will be included in the cohort with an emphasis on students needing math intervention support.	Cohort Description: All 4th grade students will be included in the cohort with an emphasis on students needing math intervention support.
Cohort Criteria (General Filters):	Cohort Criteria (General Filters):
Grade 5	Grade 4
Cohort Criteria (At-Risk Filters):	Cohort Criteria (At-Risk Filters):
All Students (*At-risk students only do not meet 11 student minimum)	All Students (*At-risk students only do not meet 11 student minimum)
Cohort Criteria (Assessment Sub-Group Filters):	Cohort Criteria (Assessment Sub-Group Filters):
All Students (*At-risk students only do not meet 11 student minimum)	All Students (*At-risk students only do not meet 11 student minimum)
Finalized Cohort Size: 19	Finalized Cohort Size: 16
Goal Setting	Goal Setting
Goal Type: System Tracking Goal	Goal Type: System Tracking Goal
Measurement Scale: Performance Category	Measurement Scale: Performance Category
Goal Selection: Floor	Goal Selection: Standard
Goal Statement: The percentage of grade 8 cohort students in level 1 on the 2030 Math assessment will reduce from the 2026 grade 8 comparison group baseline of 17.9% to 16.6%.	Goal Statement: The percentage of grade 78 cohort students in level 1 on the 2030 Math assessment will reduce from the 2026 grade 7 comparison group baseline of 33.3% to 27.9%.
Why did you select the goal you chose?	Why did you select the goal you chose?
Our district recently aligned math standards horizontally and across grades. We believe that following a few years of implementation, we will see more students move out of level 1, non-proficiency.	Our district recently aligned math standards horizontally and across grades. We believe that following a few years of implementation, we will see more students move out of level 1, non-proficiency.
How does this align with your District's School Improvement Efforts? Our previous School Improvement Action Plans focused on standards alignment. Our staff have aligned their	How does this align with your District's School Improvement Efforts? Our previous School Improvement Action Plans focused on standards alignment. Our staff have aligned their

curriculum to the standards and also worked in PLCs for vertical alignment for math standards. We have not finished vertical alignment for ELA standards.	curriculum to the standards and also worked in PLCs for vertical alignment for math standards. We have not finished vertical alignment for ELA standards.
Interventions	Interventions
Selected Interventions: • IXL Math • Multi-Tier System of Supports (MTSS) • Small Group Interventions Why did you select these? Include the data and evidence used to select the interventions. Our district currently uses IXL Math to help screen students and drive quality instruction. We are able to use these interventions with all students and create focused math interventions with tier 2 and 3 students as needed. IXL was selected because of the platform's ability to connect skills to Kansas state standards. This helps with the efficiency of our teachers to connect the data results to their instructions.	Selected Interventions: • IXL Math • Multi-Tier System of Supports (MTSS) • Small Group Interventions Why did you select these? Include the data and evidence used to select the interventions. Our district currently uses IXL Math to help screen students and drive quality instruction. We are able to use these interventions with all students and create focused math interventions with tier 2 and 3 students as needed. IXL was selected because of the platform's ability to connect skills to Kansas state standards. This helps with the efficiency of our teachers to connect the data results to their instructions.

For more information, contact:

Dr. Brooke Wells
Sr. Education Research Analyst
Research and Accountability
(785) 291-3574
stateatrisk@ksde.gov

Dr. Zach Conrad
Deputy Commissioner
Division of Accountability & Technology
(785) 368-7356
zach.conrad@ksde.gov



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
www.ksde.gov