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At-Risk Student Accountability Plan Guidance

KANSAS STATE DEPARTMENT OF EDUCATION

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Kansas State Board of Education

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- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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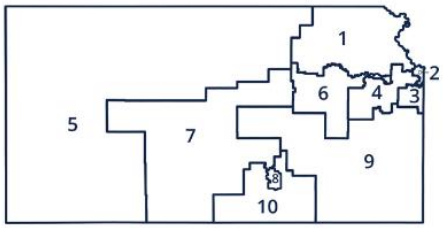


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May 27, 2026

At-Risk Student Accountability Plan Guidance

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At-Risk Student Accountability Plan Guidance

Overview

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 summaries of the relevant sections of the statute, guidance for best practice, and legislative recommendations. Please see below for details on the requirements of each section of this law.

Example Year 1 At-Risk Accountability Plans are available at www.ksde.gov.

Purpose of the Law

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.

A pilot program took place during the 2024-2025 and 2025-2026 school years. All public districts are required to participate beginning in the 2026-2027 school year.

Summary of the Process

- Evaluate prior year's district-wide proficiency rates for English language arts (ELA) and mathematics state assessments
- Identify two cohorts of students
- Establish a four-year quantitative academic improvement goal for each cohort
- Identify targeted supports and interventions specific to selected cohorts and goals
- Detail prior year's at-risk expenditure report
- Post the at-risk student accountability plan publicly
- Submit annual reports including progress toward cohort goal attainment and prior year expenditure reports
- Conduct a longitudinal academic evaluation for each cohort regarding goal achievement
- Repeat this process every four years until the district achieves the State Board of Education (SBOE) goal to have 75% of all students who took statewide assessments during the preceding school year score at performance level 3 or 4 on the state summative assessment in both ELA and Math.

At-Risk Defined

Districts identify which students are designated as at-risk within the categories defined by K.S.A. 72-5153. An at-risk student (identified by districts) is one who meets one or more of the following criteria:

a. Is not working on academic grade level;
b. is not meeting the requirements necessary for promotion to the next grade or is failing subjects or courses of study;
c. is not meeting the requirements necessary for graduation from high school or has the potential to drop out of school;
d. has insufficient mastery of skills or is not meeting state standards;
e. has been retained;
f. has a high rate of absenteeism;
g. has repeated suspensions or expulsions from school;
h. is homeless or migrant;
i. is identified as an English language learner;
j. has social-emotional needs that cause the student to be unsuccessful in school;
k. is identified as a student with dyslexia or characteristics of dyslexia;
l. is a foster care student or otherwise in the custody of the secretary for children and families.

Requirements and Timeline Summarized

Below includes a summarization of the at-risk accountability plan requirements. For full details, review K.S.A. 72-3574 as amended by the 2026 legislature at www.ksrevisor.gov. Each major component of the plan (cohort formation, goal setting, progress monitoring, supports and interventions, expenditure reports, annual reporting, and at-risk funding impact) is described in-depth in this document.

Each district must submit a plan to the SBOE annually. The plan should be updated annually to track progress toward cohort goals, cohort population, intervention changes, and expenditure reports. Districts shall publicly publish their at-risk accountability plan and annual report.

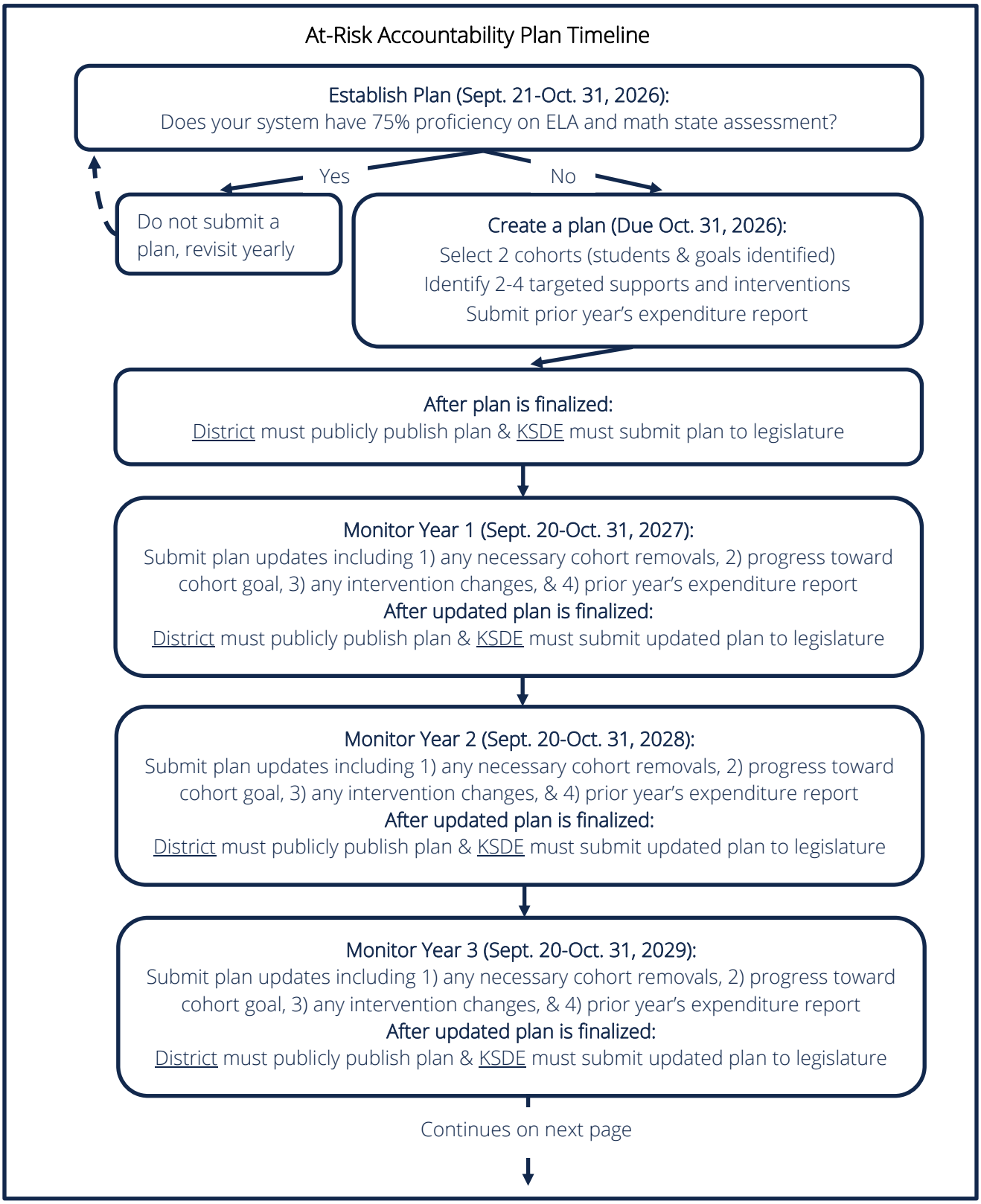
The purpose of the plan is to

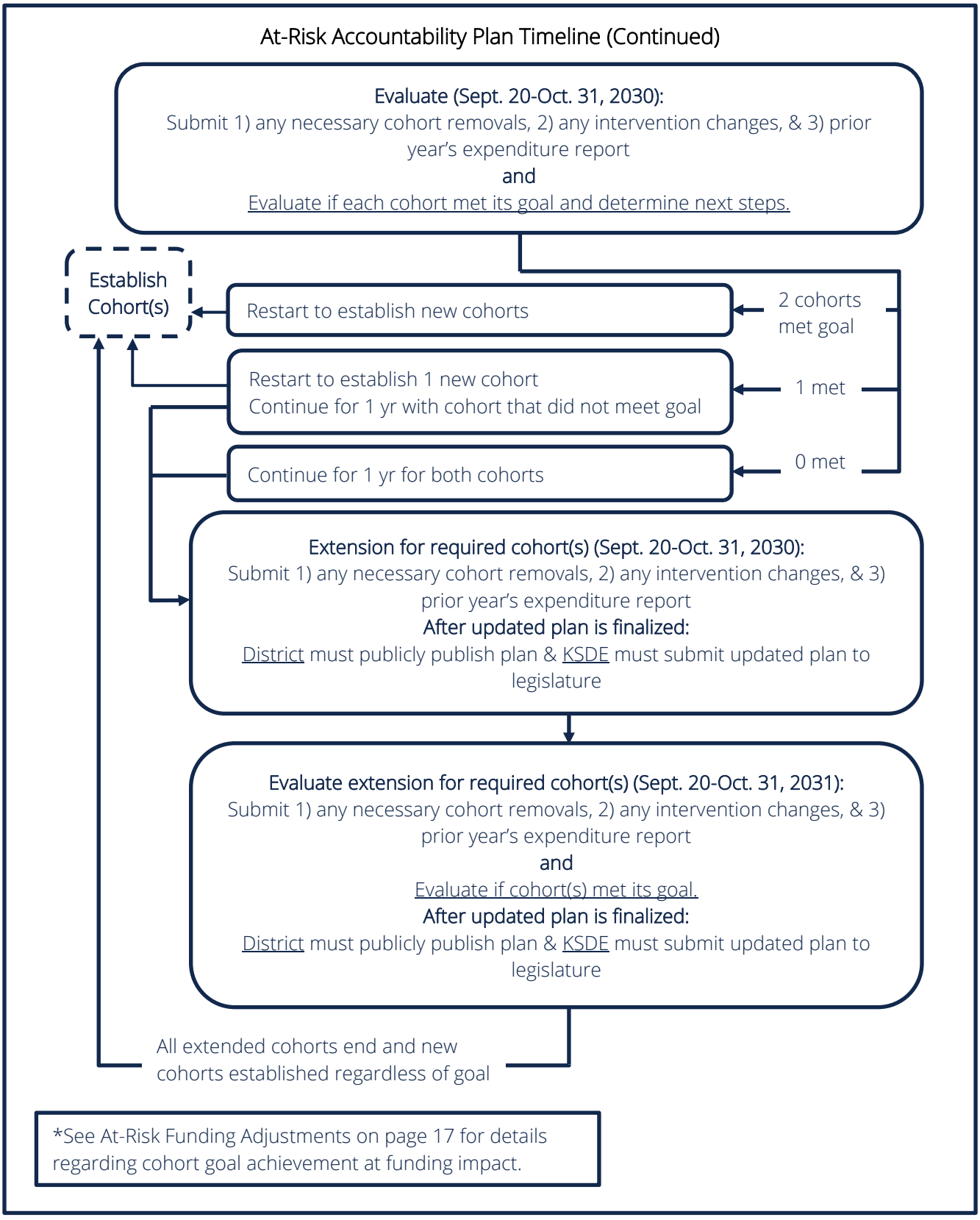
1. Demonstrate that the district is using evidence-based instruction for at-risk students
2. Measure longitudinal improvement in a quantitative manner
3. Establish quantitative improvement goals for identified cohorts
4. Ensure at-risk funding is used for above and beyond regular education services

The at-risk accountability plan process is designed to be repeated every four years by identifying another student cohort group, establishing a four-year quantitative academic improvement goal for the cohort, and conducting a four-year or five-year longitudinal academic evaluation of goal attainment.

This process will continue until 75% of all students who took the state assessment during the previous school year are performing at level 3 or 4 in ELA and math.

Below is a timeline describing the at-risk accountability plan process. Specific requirements or recommendations for each step are found throughout the guidance document.


At-Risk Accountability Plan Timeline
Establish Plan (Sept. 21-Oct. 31, 2026):
Does your system have 75% proficiency on ELA and math state assessment?
Yes
No
Do not submit a plan, revisit yearly
Create a plan (Due Oct. 31, 2026):
Select 2 cohorts (students & goals identified)
Identify 2-4 targeted supports and interventions
Submit prior year's expenditure report
After plan is finalized:
District must publicly publish plan & KSDE must submit plan to legislature
Monitor Year 1 (Sept. 20-Oct. 31, 2027):
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 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:
District must publicly publish plan & KSDE must submit updated plan to legislature
Continues on next page


At-Risk Accountability Plan Timeline (Continued)
Evaluate (Sept. 20-Oct. 31, 2030):
Submit 1) any necessary cohort removals, 2) any intervention changes, & 3) prior year's expenditure report
and
Evaluate if each cohort met its goal and determine next steps.
Establish Cohort(s)
Restart to establish new cohorts
2 cohorts met goal
Restart to establish 1 new cohort
Continue for 1 yr with cohort that did not meet goal
1 met
Continue for 1 yr for both cohorts
0 met
Extension for required cohort(s) (Sept. 20-Oct. 31, 2030):
Submit 1) any necessary cohort removals, 2) any intervention changes, & 3) prior year's expenditure report
After updated plan is finalized:
District must publicly publish plan & KSDE must submit updated plan to legislature
Evaluate extension for required cohort(s) (Sept. 20-Oct. 31, 2031):
Submit 1) any necessary cohort removals, 2) any intervention changes, & 3) prior year's expenditure report
and
Evaluate if cohort(s) met its goal.
After updated plan is finalized:
District must publicly publish plan & KSDE must submit updated plan to legislature
All extended cohorts end and new cohorts established regardless of goal
*See At-Risk Funding Adjustments on page 17 for details regarding cohort goal achievement at funding impact.

Cohort Formation

Cohort Eligibility

Students identified as members of the cohort must meet the following eligibility:

- The student's accountability building must be located within the submitting district.
- The student must meet the identified cohort grade, subgroup identification, and at-risk status at cohort formation.
    - Students may be identified by the district as "not" at-risk during subsequent years of the accountability plan cohort cycle, but they will remain in the cohort to contribute to goal attainment. See the next section for reasons to remain in the cohort.
- If the cohort is comprised of at-risk students only, the student must not be a virtual education student. Cohorts comprised of at-risk and not at-risk students may include virtual education students.
- Recommendation but not required: Student should be expected to take the general state assessment in the cohort selected subject and grade during the fourth year (i.e., do not include students expected to take the alternate assessment or expected to be retained or skip grades).
- Recommendation but not required: Student should be expected to count toward both participation and performance for the general state assessment in the cohort selected subject and grade during the fourth year.

Cohorts are considered fixed once the at-risk accountability plan is submitted. No students are allowed to join the cohort once formed. There are a few exceptions for why a student may or may not exit the cohort. If a student exits the cohort, they will not count toward the cohort goal attainment. A student may not reenter a cohort after exiting. Districts may request students to be removed from their cohort during the annual report each fall.

Students should be removed from their cohort if:

- The student transfers out of the school district with any exit code.
    - Please note: if your cohort is building based, a student who transfers out of the building but remains within the district, may be eligible for removal if the district can articulate in the annual report 1) why the intervention services at the new building are not believed to allow the student to positively contribute to the cohort goal and 2) the adjusted cohort size does not fall below the minimum 11 student count.
- The student is retained or skips a grade during the cohort cycle. The student must be on track to take the same grade-level assessment as the rest of the cohort in year four.
- The student becomes a full-time virtual education student if the cohort comprises at-risk students only.
- The student does not take the general KAP summative assessment during the fourth year of the cohort cycle, including students who take an alternate assessment, miss the testing window, or have a parent exemption, etc.

Students should remain in their cohort if:

- The student transfers to a different building but stays within the same district and continues to receive interventions aligned to the established cohort goal.
- The student has an accountability status at the district level where they count toward both participation and performance for the general KAP summative assessment during year four. Students are not required to complete the general KAP summative assessment in years one through three, only in evaluation year four and potential year five.
- For cohorts that are at-risk only, students may become not at-risk after cohort formation. For example, a student may receive at-risk services for only an academic-based at-risk factor such as "is not working on academic grade level." It may be an appropriate goal for the student to receive additional educational opportunities, interventions, and evidence-based instructional services above and beyond regular educational services to point where the student does work on academic grade level. In this case, the student may meet IEP goals and no longer need at-risk services—they do not meet any at-risk factor criteria. The student should remain in the at-risk accountability cohort to contribute toward the cohort goal.

Cohort Requirements

Districts that do not have districtwide 75% proficiency on the ELA and math state assessments must identify two cohorts to track for four years (five years if the additional evaluation year is needed). Cohort requirements include:

Cohort Grade

Cohort grade refers to the grade at the start of cohort formation.

- Cohort 1 must be fourth grade
- Cohort 2 must be any grade Kindergarten through eight. Cohort 2 may be an additional fourth grade cohort.

See the table below to identify a cohort's starting grade and corresponding ending grade for the evaluation(s).

Cohort Year	Grade								
Starting Grade (Year 1) – SY 2026-2027	KG	1	2	3	4	5	6	7	8
Evaluation Grade (Year 4) – SY 2029-2030	3	4	5	6	7	8	9*	10	11*
Additional Evaluation Grade (Year 5) – SY 2030-2031	4	5	6	7	8	9*	10	11*	12*

*ELA and math assessments not offered for evaluation year grade.

Cohort Characteristics

- Each grade-level cohort should be comprised of student groups that correspond to one of the subgroups identified for state assessment purposes.
    - Subgroup options include: students with disabilities, regular education only, gifted only, English learner students, English learner with disabilities, migrant, homeless, foster care, military connected students, African-American, American Indian or Alaska Native, Asian, Hispanic, Native Hawaiian or pacific Islander, White, multi-racial, female, or male
    - If a district cannot form a cohort with only one subgroup, they may use "all students" to meet the minimum cohort size.
- Each cohort should be comprised of at-risk students.
    - Each cohort may comprise of students who are marked with a specific at-risk factor or any at-risk factor. For example, a cohort may be chronically absent students only or a cohort may include all at-risk students regardless of why they are at-risk.
    - If a district cannot form a cohort with all at-risk students, they may include students in the cohort who are not at-risk in order to meet minimum cohort size
    - Cohorts comprising of only at-risk students should not include virtual education students. If a cohort must include non-at-risk students, virtual education students may be included in the cohort.

Cohort size

- Each cohort must include a minimum of 11 students at the time of formation.
- If a cohort—using the criteria above (grade level and characteristics)—cannot be established with at least 11 students, in a single grade, districts may work with KSDE to establish an appropriate alternative. To streamline the at-risk accountability plan process, districts should identify one to two options that they would like to propose as appropriate alternatives. Districts can send alternative proposals to stateatrisk@ksde.gov. Potential options include but are not limited to:
    - Grade Banding: If a district cannot create a cohort of at least 11 students within a single grade, it may form a cohort using students from up to three sequential grade levels (a grade band). For example, a cohort may include students in first, second, and third grades at the time the group is identified. KSDE recommends selecting grade levels that allow for similar interventions across the cohort and help ensure that students remain in the same school throughout the four-year cycle when possible (e.g., avoiding situations where some students, but not all, move to middle school or high school during the cycle). Additionally, the students in the grade band cohort should all take the same type of assessment during the evaluation year (e.g., all grades in the cohort should take the KAP summative assessment during the evaluation year). Grade banding should include the fewest grades possible to meet the minimum cohort requirements.
    - Alternate Grade 4: If a district cannot form the required grade four cohort when including all students (no identified subgroup and not at-risk students), a cohort comprised of grade 3 or grade 5 students is recommended.

- The Legislation does not provide for a consideration if the cohort will drop below 11 students, so in short, if you can make a cohort within the required parameters, you should do so. The At-Risk Accountability Plan authenticated application provides an attrition rate calculator with a recommended minimum cohort size. If you can create a cohort with at least 11 students, you should do so despite the recommended minimum cohort size.

When selecting cohorts, consider the cohort's starting grade, evaluation year grade, and possible extension year grade. KSDE has developed tools to support districts in building cohorts that meet the requirements, which are described in the *Authenticated Application Details* section of this document.

Goal Setting and Longitudinal Evaluation

Each identified cohort requires a four-year quantitative academic improvement goal. The goal for each cohort shall be related to the achievement of academic proficiency in the areas of ELA and math. The quantitative goals will be identified at the plan establishment in year one and may not change once set.

Throughout the cohort process, each district is responsible for longitudinal evaluation and progress monitoring toward the cohorts' goals. Longitudinal evaluation is the repeated examination and progress monitoring of the same individuals of a particular cohort group of students over a period of time.

Below are the goal requirements, progress monitoring requirements, and the evaluation process. KSDE has developed tools to support districts in establishing goals that meet the requirements, which are described in the *Authenticated Application Details* section of this document.

Goal details

- One goal is required per cohort
    - The goal must relate to the achievement of academic proficiency in ELA or math state assessment.
    - The goal must be a quantitative measure of progress.
    - If the cohort's year four grade does not have an associated ELA or math state assessment (cohort ending grades 9, 11, or 12), the district may select an alternative approved assessment including:
        - a formative or summative assessment approved by the state board of education. *The SBOE has not approved any formative or summative assessments at this time.*
        - the ACT or ACT WorkKeys assessments. *If selecting this option, the district is responsible for ensuring all cohort students have access to the assessment in the year four and possible year five evaluation.*
- The district may select one additional goal. When two goals are identified, the district must select which goal will be used to measure goal outcomes and what will be used to base the financial adjustments on. If the district would like to select an additional goal, the district must reach out to KSDE's at-risk team at stateatrisk@ksde.gov.
    - A district may choose to select an additional goal to allow them to track intervention impact on academic performance without the attachment of funding.

- Once the at-risk accountability plan is submitted, the district may not change either cohort's goal in order to meet or exceed the goal.

To identify appropriate goals, the district should review prior state assessment data and ACT or ACT WorkKeys assessment data (if necessary for cohort grade selection). This review should include grade level, subgroup, and at-risk student performance details. The more familiar a district is with its data, the more likely the district will be able to identify an achievable improvement goal.

There are two pathways to identify achievable improvement goals.

1. Grade-Level improvement goals: This pathway focuses on the ending cohort grade. For example, cohorts starting in grade four will have the four-year goal evaluation based on the grade seven assessment. Districts that choose this pathway will first review grade seven data to understand proficiency trends to estimate realistic progress year-to-year. The district will ask themselves, "How can we expect seventh graders to perform on the state assessment in four years?" Using this answer, in combination with what districts know about the cohort grade four students and necessary interventions, district leadership shall set a four-year cohort goal. This pathway does not emphasize the cohort students' previous performance.
    a) Caution: When reviewing historic data, remember performance between the 2015 to 2024 assessments used different measurement scales than the 2025 to present assessments. This means that performance across the two assessment periods cannot be compared equally. If a district saw a large influx of students earning proficiency from the 2024 to 2025 assessment, this may be a result of the new standard standing.
2. Student-Level growth goals: This pathway focuses on individual students in the cohort and how previous performance may predict the students' performance in four years. The district will ask themselves, "How can we expect the cohort's students' previous performance to predict future performance?" Using this answer, in combination with the necessary interventions, district leadership shall set a four-year cohort goal. Caution: This pathway does not emphasize non-cohort student historic performance.
    a) Caution: When reviewing student-level data across grades, remember that the KAP state assessments are not vertically aligned. Each year's assessment performance is an indication of how well a student met or did not meet that specific grade level standards.

KSDE recommendation: Select goals using the grade-level improvement pathway. KSDE may provide goal setting guidance using this pathway in the Authenticated Application. KSDE does not currently provide resources for student-level growth goals.

Supports and Interventions

The at-risk accountability plan must identify two to four targeted supports and interventions for each cohort.

Such supports or interventions shall be selected from the state board of education's list of approved at-risk educational programs established pursuant to K.S.A. 72-5153, and amendments thereto. The approved list of evidence-based programs and practices list is published at www.ksde.gov.

In addition to the approved evidence-based practices, districts with approved provisional items may identify such items on the at-risk accountability plan.

Unlike the cohort participants and cohort goal, the identified supports and interventions *may* change throughout the cohort cycle process. The supports and interventions should be appropriate for the grade level, goal subject (ELA or math), and specific students. Each district may offer more than four interventions but will only identify two to four for the plan reporting. The selected supports and interventions do not need to be administered to every cohort student, rather, the two to four reported supports and interventions should be administered to most students.

During the cohort process, should a student no longer qualify as at-risk, the student may stay in the cohort. However, the student does not need to receive interventions unless determined necessary by the district.

All at-risk funding used on targeted support and interventions will be itemized on the expenditure report. See the *Expenditure Report* section for more details.

Progress monitoring

Each fall, districts will report on the cohort progress toward goal achievement from the prior year. For example, in fall 2027 (the start of accountability plan year two), districts will submit an annual report including whether the cohort made progress in year one (2026-2027) toward goal achievement.

- The district will report the current progress of the district's plan to attain at-risk student proficiency on the ELA or math state assessment.
- Progress toward goal achievement is characterized as whether or not the district expects the cohort to meet or exceed the year four evaluative goal.

There is no required measurement tool for progress monitoring. KSDE recommends the following to establish progress monitoring:

- When using the ELA or math state assessment for goal setting, progress monitoring should be based on grade level standards achievement. This may include formative standards-aligned classroom assessments or the KAP assessment system (mini-tests, interims, and summative).
    - While the summative assessment is a valuable progress monitoring tool for cohort goal achievement, districts should ensure within-year monitoring of progress.
- Caution regarding screeners for risk: Many districts rely on at-risk screeners to monitor student progress. While these tools may show that a student has moved from "high risk" to "low risk," that shift does not necessarily indicate the student demonstrates proficiency on grade level standards, as measured by the KAP summative assessment. At-risk screeners are designed to identify students who may need additional support based on risk indicators—they do not measure whether a student has achieved mastery of content or proficient ability to demonstrate knowledge and skills of grade level content standards. As a result, there is a potential that districts will use progress on at-risk screeners as evidence of academic growth, even though these tools are not aligned to state standards or predictive of progress toward the district's longitudinal academic improvement goals. This can lead to over-identification of mastery and a false sense of student growth or readiness. Districts should be cautious of choosing progress monitoring tools that measure skills and do not measure mastery of grade level content

standards.

The annual report of progress monitoring is not evaluated to determine at-risk funding. Rather, it serves as an informational tool for the district and legislature.

Goal Achievement Evaluation

Each cohort is evaluated at the end of the four-year cycle to determine cohort goal achievement. After year four concludes and assessment data is finalized, goal achievement is evaluated.

KSDE recommendation: Goal evaluation is based on whether the cohort met or exceeded the goal. Progress toward the goal is not considered. When selecting a goal for each cohort, it is important that goals are based on the realistic improvement for the cohort. Avoid creating stretch or overly ambitious goals.

If both cohorts do meet or exceed their quantitative academic improvement goal by the end of the four-year process:

- The at-risk weighting formula is not adjusted. The district will continue to receive additional at-risk weighting from the BASE aid amount.
- The district will repeat the at-risk accountability plan process, identifying new cohorts, goals, and interventions for the following school year.

If both cohorts do not meet their quantitative academic improvement goal by the end of the four-year process:

- The SBOE and district shall continue to evaluate the longitudinal academic performance of each cohort group for one additional school year.
    - After the additional school year, if either cohort still does not meet their respective goal, the SBOE shall deem the school district as not meeting at-risk improvement requirements on the school district's at-risk student achievement report published on the state board's website.
    - After the additional school year, if either cohort does not meet their respective goal, the district's at-risk student weighting and high-density at-risk student weighting entitlements during the following school year will be adjusted.
        - See *Formula Adjustments* below.
- Once the additional year concludes, the district will repeat the at-risk accountability plan process, identifying new cohorts, goals, and interventions for the following school year. New cohorts will be set regardless of goal achievement.

If one cohort does meet or exceed their quantitative academic improvement goal and the other cohort does not meet their quantitative academic improvement goal by the end of the four-year process:

- The district will repeat the at-risk accountability plan process for only one cohort to replace the cohort that achieved its goal in the first evaluation year.
    - Formula adjustments will not take place until after the additional year evaluation for the other cohort concludes.
- For the cohort that did not meet the cohort goal, the SBOE and district shall continue to

evaluate the longitudinal academic performance of each cohort group for one additional school year.
    - After the additional school year, if the cohort still does not meet their respective goal, the SBOE shall deem the school district as not meeting at-risk improvement requirements on the school district's at-risk student achievement report published on the state board's website.
    - After the additional school year, if the cohort does not meet their respective goal, the district's at-risk student weighting and high-density at-risk student weighting entitlements during the following school year will be adjusted.
        - See *Formula Adjustments* below.
    - Once the additional year concludes, the district will repeat the at-risk accountability plan process, identifying a new cohort, goal, and intervention for the following school year. A new cohort will be formed to replace the cohort that needed an additional year regardless of goal achievement for that year.
- Note: Districts should only have two active cohorts at a time. In the scenario of one cohort meeting the goal in year four and the other cohort needing the additional year to meet the goal, the district's cohort formation cycle is not aligned.

At-Risk Funding Adjustments

K.S.A. 72-3574(g) details the financial impact of districts not meeting established cohort academic achievement goals. If a district does not meet one or both of the established cohort goals, this will impact the district's opportunity to receive the **increased** BASE aid amount applied to the at-risk and high-density at-risk weightings for the year following the final year of the evaluation period.

See below for an example of how the BASE aid amount for the at-risk and high-density at-risk weighting may be impacted based on cohort goal achievement. For specific formula adjustments, see Appendix A.

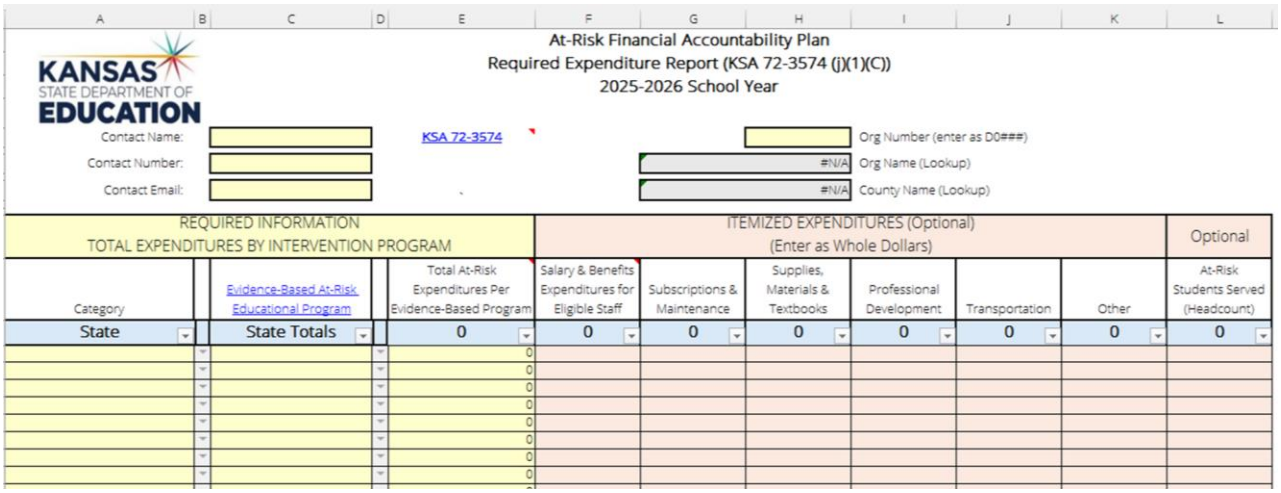
Cohort Goal Achievement	Impact of increased BASE aid amount	If BASE aid in 2031 is $6,000 and additional funding is $200. The BASE aid would be
Both cohorts meet or exceed their goals	Receives <u>all</u> of the increase to the BASE aid amount applied to the at-risk and high-density at-risk weighting.	$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

Expenditure Report

As part of the at-risk accountability plan, districts will annually complete and submit an at-risk expenditure report detailing all expenditures made from the At-Risk Fund (Code 13) for the prior year. Expenditures must be provided by the category of expenditure and the approved evidence-based at-risk educational program or practice it was spent on. Optional additional fields may be completed by districts to provide itemized expenditure data. A sample of the expenditure report is below. Required fields are shown in yellow and optional fields are shown in red.

The At-risk Program Expenditure Report is found on School Finance's Announcement and Information webpage. Expenditure reports must be completed in excel format and submitted via email **by October 31** to Katie Albright at katie.albright@ksde.gov.

Once submitted the district and the KSDE will post the document on their websites. The required posting must display the district's information and the data contained in the yellow cells.



KANSAS STATE DEPARTMENT OF EDUCATION

At-Risk Financial Accountability Plan
Required Expenditure Report (KSA 72-3574 (j)(1)(C))
2025-2026 School Year

Contact Name:
Contact Number:
Contact Email:
KSA 72-3574
Org Number (enter as D0###)
#N/A Org Name (Lookup)
#N/A County Name (Lookup)

REQUIRED INFORMATION TOTAL EXPENDITURES BY INTERVENTION PROGRAM			ITEMIZED EXPENDITURES (Optional) (Enter as Whole Dollars)						Optional
Category	Evidence-Based At-Risk Educational Program	Total At-Risk Expenditures Per Evidence-Based Program	Salary & Benefits Expenditures for Eligible Staff	Subscriptions & Maintenance	Supplies, Materials & Textbooks	Professional Development	Transportation	Other	At-Risk Students Served (Headcount)
State	State Totals	0	0	0	0	0	0	0	0
		0							
		0							
		0							
		0							
		0							
		0							
		0							

Posting Your Plan

The statue states that school districts must post their accountability plan on their district website, but it does not specify where. KSDE recommends making your plan (including the 2 cohort outputs and expenditure report) readily available. Districts may post it with other documents the legislature requires districts to post.

KSDE is directed to post all of the school district plans under our homepage button labeled "Accountability reports" and school districts will also have to link to that webpage.

After plans are submitted to KSDE by October 31, KSDE will review each plan to verify alignment with legislative requirements. Once plans are reviewed and finalized, KSDE will contact districts to confirm plans are finalized. After this review, districts will be able to access cohort reports through the authenticated application. Two reports will be provided:

- Public report: This report will include all components of the cohort plan submitted except student level details. Student data will be aggregated (e.g., how many students are in the cohort). This is the report that districts will post on the website.

- Student-level report: This report will include a list of students included in the cohort. This should not be posted publicly but rather used for internal tracking and progress monitoring reports.

Districts may anticipate receiving plan confirmation in November. Plans may begin to be posted once reports are available. KSDE anticipates all plans will be posted on KSDE's website in December at which point districts may provide a link on their district website. All plans and link to KSDE's webpage should be posted by December 31, 2026.

Authenticated Application Details

Districts will submit the at-risk accountability plan and annual reports through a KSDE authenticated application. The At-Risk Accountability Plan application provides all districts with an opportunity to create and review their at-risk accountability plan before submitting the plan to KSDE.

The At-Risk Accountability Plan is an online application that is accessible through the KSDE Authentication page. This application focuses on two key pieces of data:

- At-Risk Accountability Plan Creation (cohort formation, goal-setting, and intervention identification)
- Annual Report on Plan Progress

Districts are able to create at-risk accountability plans between September 21 to October 31, 2026. Plans must be finalized and submitted by October 31.

User Levels

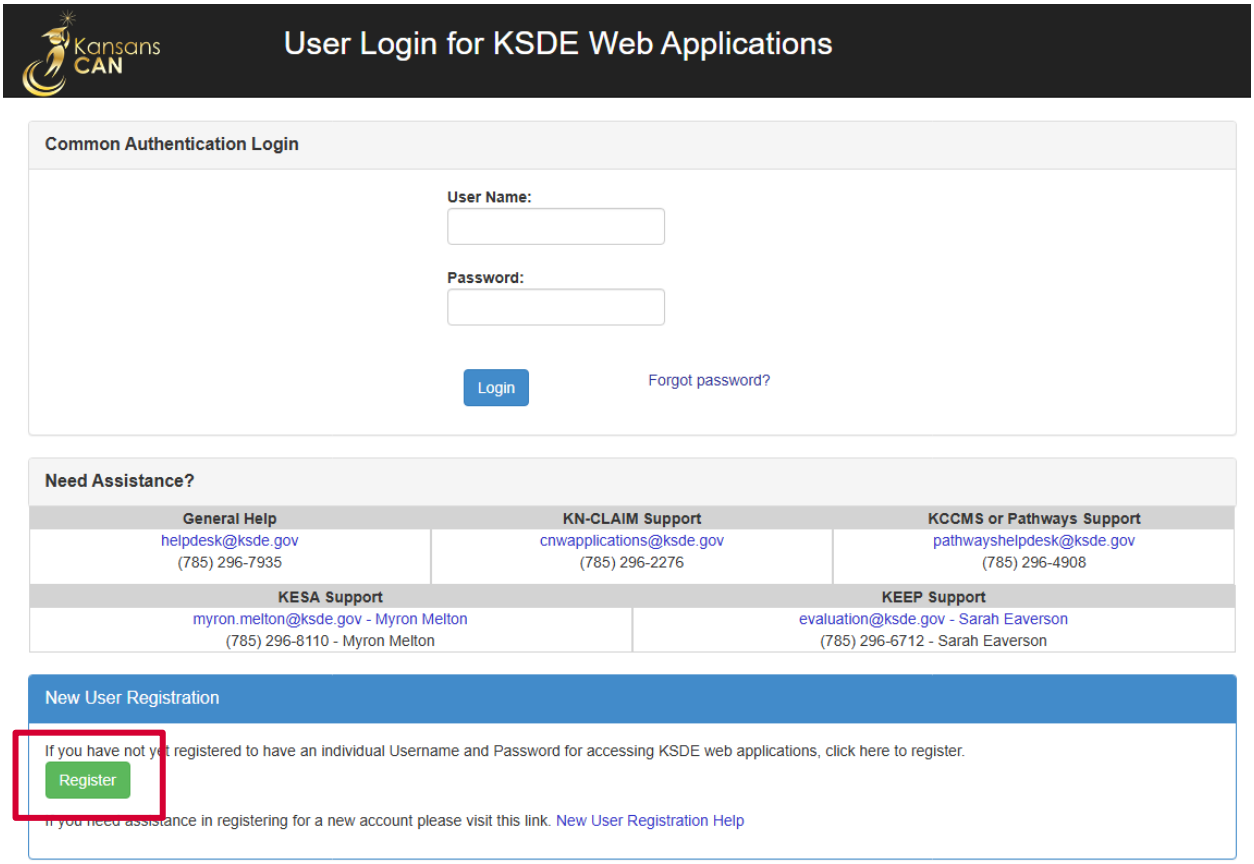
User access will be granted at district-level only. The application will not be available for building-level accounts. The following user levels are approved for the At-Risk Accountability Plan application.

User Level	Defined Roles/Responsibilities
District Approve	• Has read, edit, and submit capability in the application • Responsible for submitting finalized at-risk accountability plan by October 31
School District	• Has read and edit capability in the application

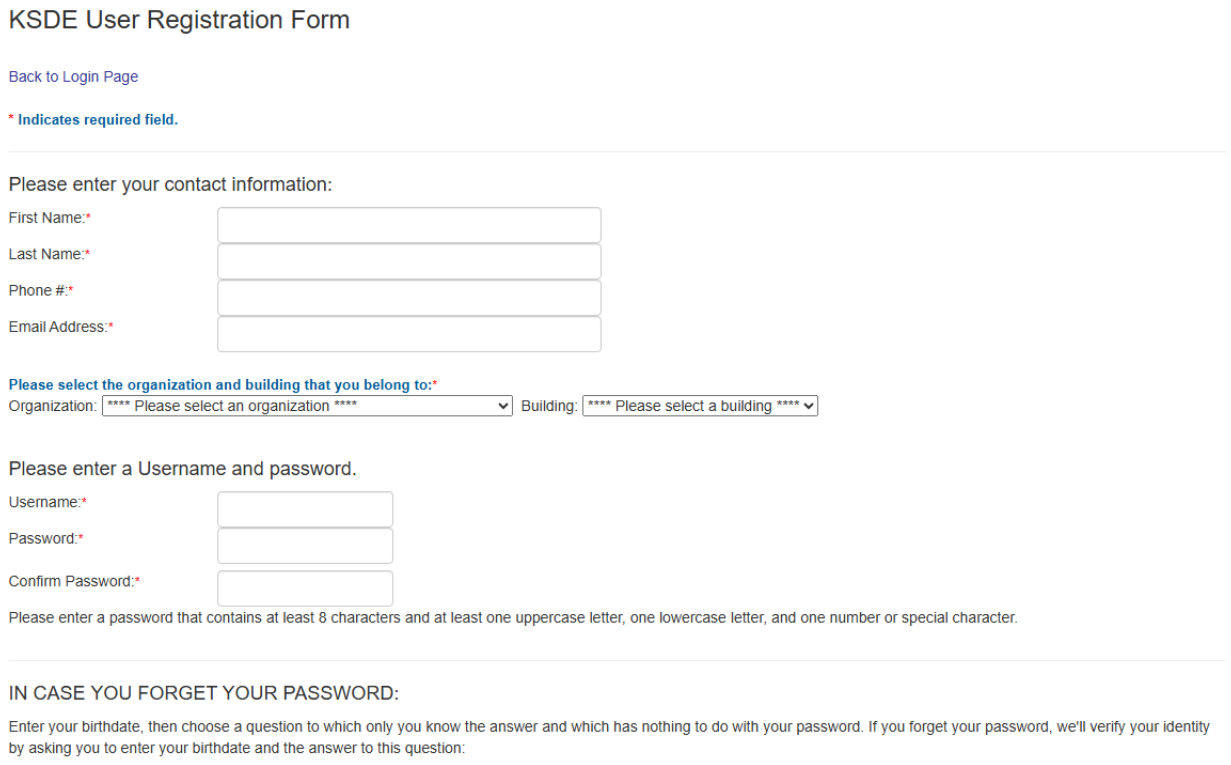
Registering for Access to the At-Risk Accountability Plan Application

For individuals who do not have a district-user account (NOT a building-user account):

Individuals who do not have access to KSDE web applications need to register. Use the following web address: https://apps.ksde.gov/authentication/login.aspx. At this website, click on the Register button, as shown below:



On the Registration page, enter the required information.


KSDE User Registration Form

Back to Login Page

* Indicates required field.

Please enter your contact information:

First Name:*

Last Name:*

Phone #:*

Email Address:*

Please select the organization and building that you belong to:*

Organization: **** Please select an organization ****

Building: **** Please select a building ****

Please enter a Username and password.

Username:*

Password:*

Confirm Password:*

Please enter a password that contains at least 8 characters and at least one uppercase letter, one lowercase letter, and one number or special character.

IN CASE YOU FORGET YOUR PASSWORD:

Enter your birthdate, then choose a question to which only you know the answer and which has nothing to do with your password. If you forget your password, we'll verify your identity by asking you to enter your birthdate and the answer to this question:

Do not use spaces when defining your Username login ID. When creating your password keep in mind the password requirements shown on the screen. You will need to remember the Username ID, password, security question/answer, and birth date that you entered. KSDE does not store this information for you.

When you have completed all required information on the registration form, click the "Submit" button at the bottom of the screen.

If all data on the registration form is valid, you will get a message that says, "Thank You for Registering". The registration request will be forwarded to the district superintendent for approval. You will receive an email when your access request is approved, and your username and password are ready for use. Individuals may not access the At-Risk Accountability Plan application without Superintendent approval.

Once a district-user account is approved, you will be able to request the application in the following step.

For individuals who do have a district-user account (NOT a building-user account):

Individuals who already have district-level access to KSDE web applications can use the Manage My Account option to add the At-Risk Accountability Plan to their list of applications. The district superintendent will receive a request for approval before access is granted.

To add the At-Risk Accountability Plan to your list of available KSDE web applications:

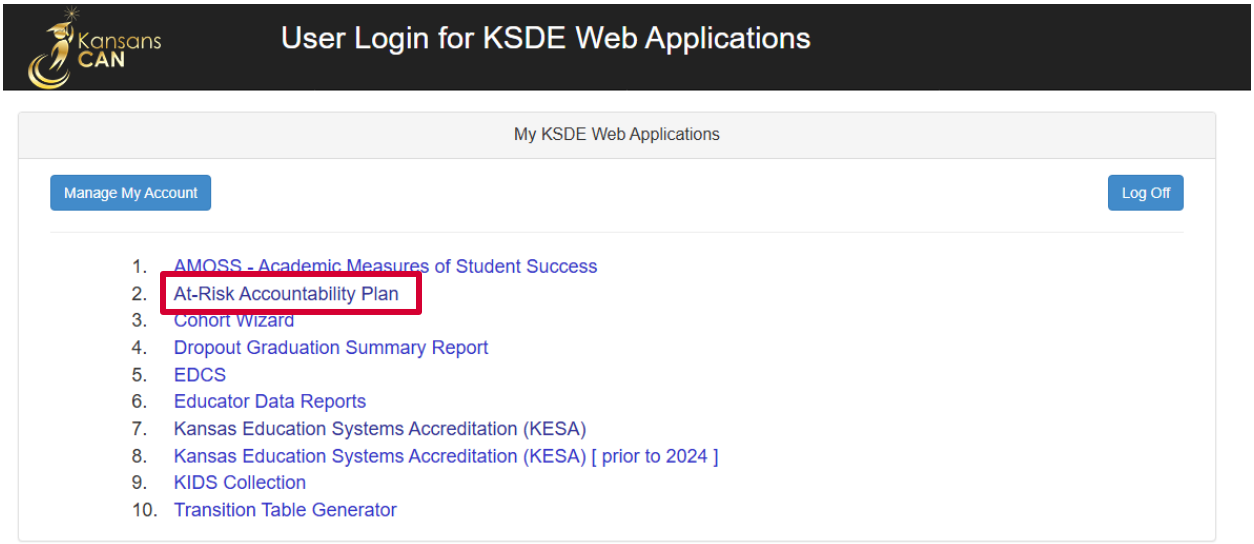
- Login on the KSDE Web Applications page
- Click the "Manage My Account" link
- Check the box in front of At-Risk Accountability Plan

- Select your access level
- Click “Submit”

Your request will be sent to the district superintendent for approval. When approved, you will receive an email indicating that you can access the At-Risk Accountability Plan.

Navigating the At-Risk Accountability Plan

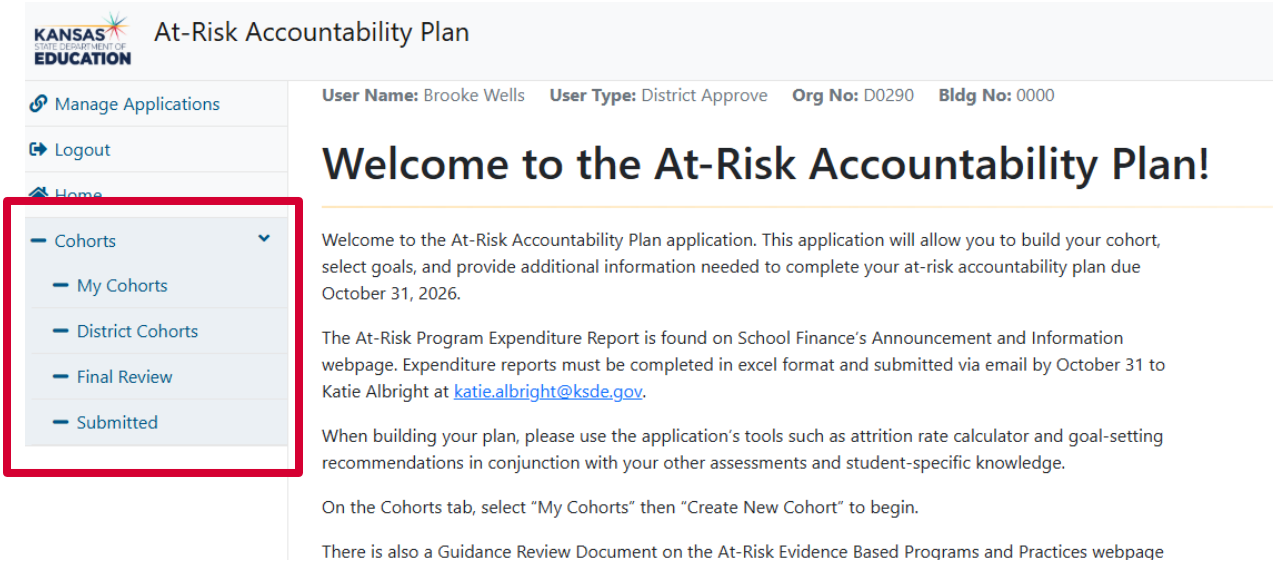
To access the At-Risk Accountability Plan application, enter your username and password on the KSDE Web Applications page. The user will see the At-Risk Accountability Plan.



Some of the applications may be grayed out. This means that they are either not active applications, or that you have not yet been approved for access to those applications. Additionally, the number of applications is unique to each individual user.

Welcome Page & Navigation Menu

For most users, this is the first screen that will appear after entering the application. From here you will be able to begin the cohort formation.

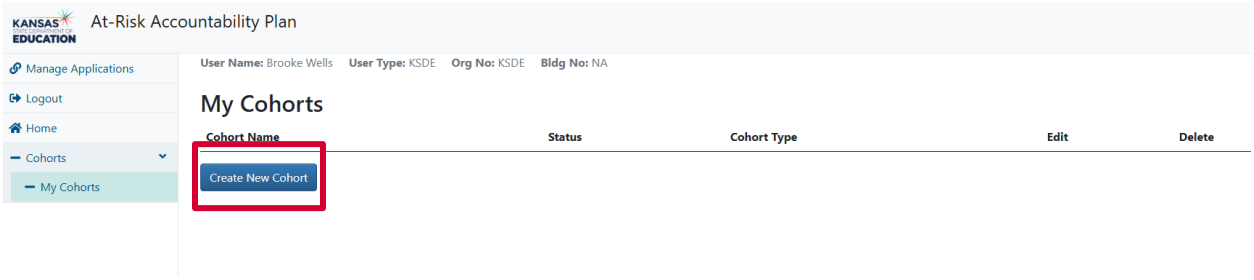


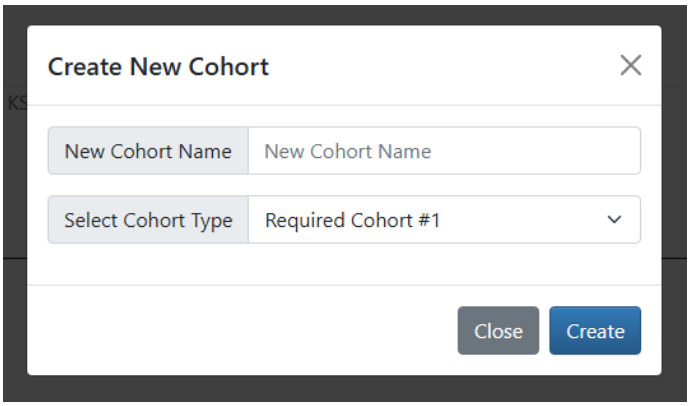
The Navigation menu on the left-hand side, includes a "Cohorts" tab which displays a "My Cohorts" tab when clicked. Select the "My Cohorts" page to build the at-risk cohorts.

- My Cohorts: This tab shows only user's cohorts. Cohorts may be deleted through this tab only.
- Districts Cohorts: This tab shows all cohorts created within a district. District users may edit each other's cohorts. *Please note that if the same cohort is opened on multiple tabs or by multiple users, cohort changes will reflect the last tab closed or cohort page exited.*
- Final Review: This tab shows all cohorts that are on the final page of the cohort plan and may be ready for submission.
- Submitted: This tab shows all cohorts that have been submitted for KSDE review to verify alignment.

Cohort Creation Page

On the "My Cohorts" page, there is a button to create a new cohort. When clicked, users are prompted to enter a cohort name and identify whether the cohort is a required cohort for the at-risk accountability plan.





Selected Cohort Type **may not be changed** after cohort is created. Districts must submit a Required Cohort #1 and Required Cohort #2 for the At-Risk Accountability Plans used for legislative evaluation. If you are unsure if you will use the cohort for one of your final cohorts, KSDE suggests using a required cohort type instead of Non-Required Cohort.

KSDE recommendation: Select a cohort name that is simple but describes the cohort enough so district-users will easily know which goal to review during the annual updates. For example. "4th grade, all at-risk students, ELA goal"

Cohort Building Tool

All districts engaging in the cohort process will submit their plan in the At-Risk Accountability Plan application. This application supports districts in cohort selection, goal setting and plan submission in four stages.

First, using historic attrition rates of various student populations, districts will review the recommended minimum cohort size by using the **attrition rate calculator.** Second, districts will identify their at-risk students and build their cohorts with the **cohort builder**. Next, using available prior assessment data, districts will review **goal options** or develop their own cohort goals. Finally, districts will report the two to four **interventions** that will be implemented and monitored for each cohort and provide a narrative for the plan. Districts will review and ensure the information is accurate before submitting the at-risk accountability plan to KSDE. The Expenditure Report is not currently supported through the application. Review the *Expenditure Report* section in this section for submission details.

See above for information regarding access to the application.

Attrition Rate Calculator: The calculator is designed to inform districts how many students historically, given selected demographic filters, would have been eligible to enter a cohort and how many of those eligible students persisted through the cohort process and would have been eligible to contribute toward the cohort goal.

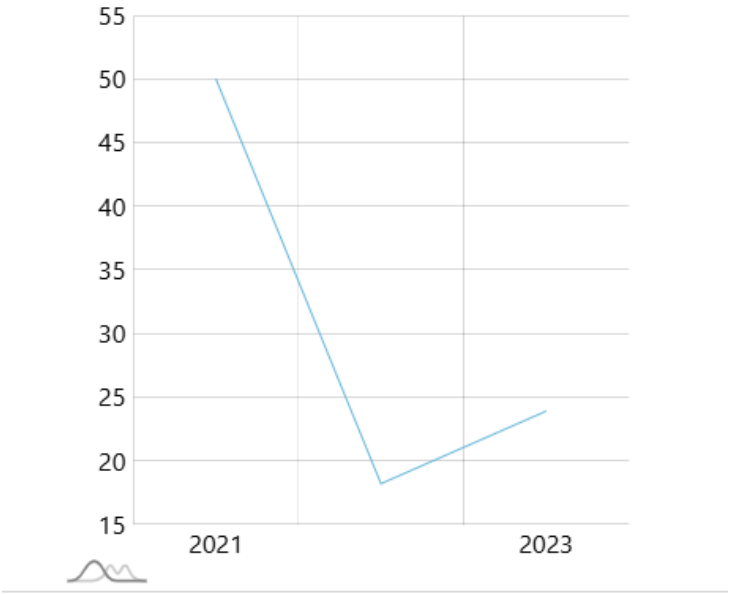
This information may be used to understand an estimated attrition rate—that is, how many students likely will exit the cohort during the at-risk accountability plan four-year cycle. Districts may use the

attrition calculator to help identify the unique cohort combinations (grade level, identified assessment subgroup, at-risk status, and goal subject) and how many students are recommended to start the cohort with the intent to end with at least 11 students remaining in the evaluation year.

The Legislation does not provide for a consideration if the cohort will drop below 11 students, so in short, if you can make a cohort within the required parameters, you should do so. The At-Risk Accountability Plan authenticated application provides an attrition rate calculator with a recommended minimum cohort size. If you can create a cohort with at least 11 students, you should do so despite the recommended minimum cohort size.

Below is an example of a chart and table that depicts the historic attrition rate for the selected demographic filters.

Attrition Rate Line Chart



Attrition Rate Table with Expanded Details

Cohort Years	# at Start	# Retained	Attrition Rate	Min. Cohort Size
2021 - 2024	10	5	50	22
2022 - 2025	55	45	18.18	14
2023 - 2026	67	51	23.88	15
2027 - 2030	77	N/A	N/A	N/A

At-Risk Status: When using the Attrition Rate Calculator, districts can select one of two estimated at-risk student populations: At-Risk Approximation (including level 1 as not meeting grade level standards) or 2)

At-Risk Approximation (including level 1 and 2 as not meeting grade level standards).

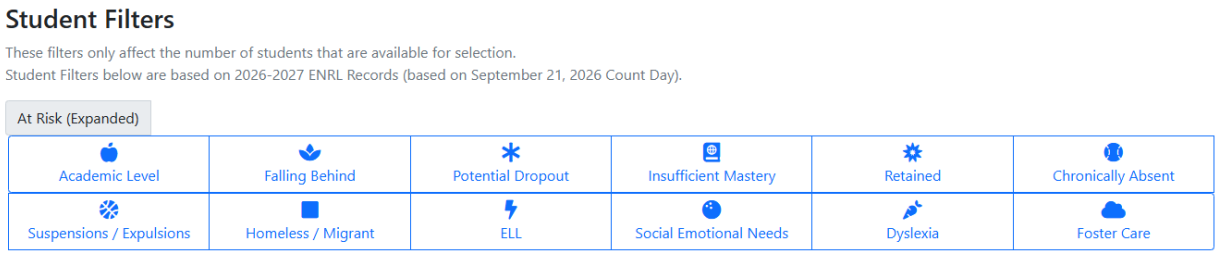
Due to limitations in historical at-risk data collection, the at-risk approximation was developed to estimate how many students may have been at-risk during a given school year. The approximation references all available historical data submitted by districts (i.e., not just the KIDS at-risk item) to provide the most accurate estimate. To account for local interpretation of "meeting grade level standards," two options are available for districts to review.

It is important that districts understand which option best aligns with the district's reporting of at-risk status. To better understand the data behind these at-risk student options, see Appendix B for details on the at-risk approximation criteria and data sources.

Cohort Builder: Using the information from the attrition rate calculator and the recommended cohort size, districts will create their two required cohorts using the cohort builder.

Unlike the attrition calculator, which uses an approximated at-risk status, the cohort builder uses the specified at-risk data that districts submit on KIDS records. This will allow districts to curate at-risk cohorts to best meet their desired goals. Using this tool, districts will be able to filter based on specific characteristics and identify the individual students to be added to the cohort. For an aligned at-risk accountability plan, districts should consider the needs of the students in the cohorts, potentially identifying students who would require or benefit from the same intervention and support to improve outcomes in the selected subject (ELA or Math). See below for the at-risk selection filter in the application.

This cohort builder relies on accurate data reported on KIDS records and submitted via KEDS.



KSDE recommendation: To use the expanded at-risk filter, ensure that ENRL records have accurate at-risk data.

Districts will also be able to search for available students without the at-risk selection filter.

Goal Selection

KSDE Goal-Setting Tool

To support districts' goal-setting, KSDE will suggest goal options for the grade-level improvement goal

pathway. These suggestions use historical assessment data from cohorts of students similar to the developed cohort, allowing districts to view and consider realistic improvement goals.

In the application, districts are prompted to select grade-level data, an assessment subgroup, and an at-risk approximation level to view historic assessment performance. Performance may be evaluated using performance categories (PerfCat levels 1-4), academic performance index (API levels 1-8), and scale score (400-700). Like the attrition rate calculator, the goal suggestions are built based on the district's selection of the at-risk student population. See Appendix B for details on the at-risk approximation.

KSDE recommendation: When selecting the grade-level data, make sure you are looking at the grade level that your cohort will be in when evaluated. For example, cohorts starting in grade four will be evaluated on the grade seven state assessment—review the grade seven data!

When selecting which measurement to use, consult the advantages and disadvantages of each measurement.

Measurement	Advantages	Disadvantages
Performance Category (PerfCat) Levels 1-4	• While assessments are not vertically aligned, performance levels 3 and 4 mean a student is demonstrates "proficiency" in all grades. • Aligns with the long-term goals of the at-risk legislation requiring 75% of students in levels 3 and 4.	• Students must move out of a performance level to see change. • Limited ability to show small amounts of growth. • Distribution of scale scores are uneven across performance levels.
Academic Performance Index (API) Levels 1-8	• More granular than performance levels. • Provides insight into where within the scale score range for the performance level that a student performs (lower or upper-level range).	• Distribution of scale scores are uneven. • Standard setting was not used to create API categories. Each performance level 1-4 was divided in half to create an even range of scores within an API level.
Scale Score	• Most granular. • Shows movement within performance levels or API categories.	• Difficult to interpret across grades because KAP does not have a vertical scale. • Difficult to assess performance within a scale band as scores do not use equal interval variables. For example, a 1-point increase from 480 to 481 does not necessarily mean the same as a 1-point increase from 630 to 631.

KSDE suggested goals are provided after districts select their preferred measurement tool. The suggested goals include:

Performance Category:

- The percentage of grade [#] cohort students in level 1 on the 2030 [subject] assessment will reduce from the 2026 grade [#] comparison group baseline of XX% to YY%.
- The percentage of grade [#] cohort students in levels 3 & 4 on the 2030 [subject] assessment will increase from the 2026 grade [#] comparison group baseline of XX% to YY%.

Academic Performance Index:

- The percentage of grade [#] cohort students in API level 1 on the 2030 [subject] assessment will reduce from the 2026 grade [#] comparison group baseline of XX% to YY%.
- The percentage of grade [#] cohort students in API levels 4-8 on the 2030 [subject] assessment will increase from the 2026 grade [#] comparison group baseline of XX% to YY%.

Scale Score:

- The mean scale score of grade [#] cohort students on the 2030 assessment will increase from the 2026 grade [#] comparison group baseline of XXX to YYY.

The baseline (XX) and selected goal (YY) data is based on the filters that the district selects on the goal-setting page.

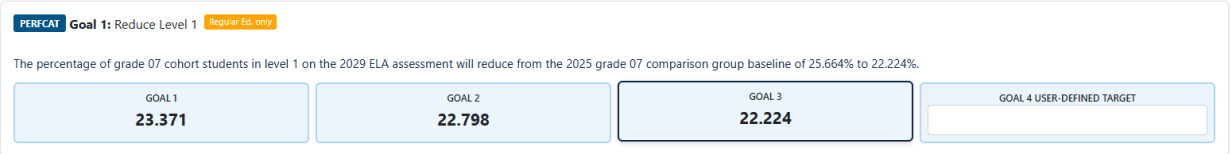
- The **"baseline"** (XX) refers to how the selected grade-level, assessment subgroup, and at-risk approximation group performed on either the ELA or math state assessment in the immediate prior year.
- The **selected goal** (YY) refers to how the identified cohort is expected to perform in year four.

KSDE recommendation: The baseline is intended to represent a comparable demographic group to the identified cohort. For some cohorts, there is a clear comparable demographic group. For example, if the selected at-risk identifier is English Learners, then the district should look at the English Learner Students subgroup's historic assessment performance. For other at-risk identifiers, there may not necessarily be a direct comparable assessment group. The district should select an assessment subgroup that captures a large portion of the students with the specific at-risk identifier. For example, if a district creates a cohort with students who have insufficient mastery of skills, the district may want to look at the Regular Ed. Only assessment subgroup for a comparable baseline group.

Choosing a Goal

For each KSDE provided goal option, KSDE has calculated three suggested goal levels. These suggested goals are based on the typical change experienced between the previous two state assessments. Goal level 1 is the lowest suggested *improvement* goal. Goal levels 2 and 3 are increasingly more advantageous improvement goals. Districts will also have the option to select their own goal level. To learn more about how the suggested goals are calculated, see Appendix C.

When selecting a KSDE suggested goal, the application will auto-populate the goal template as shown below.



District-defined goals: Districts are entitled to select their own goal. Districts may use the KSDE provided goals or create their own goal.

If a district would like to select their own cohort goal, they will need to ensure that the goal includes:

- The identified assessment (ELA or math state assessment, ACT or ACT WorkKeys assessment)
- A quantitative goal specific to the assessment evaluated at the end of year 4
- The specific measurement tool used for the goal (performance level, API, scale score)
- An improvement goal (Cannot stay at or below the 2026 baseline data)

For user-defined goals, districts are required to provide their own evidence and analysis for goal achievement. For each user-defined goal (not using the KSDE provided goal templates) districts are expected to describe:

- The data, evidence, and analysis plan for evaluation
- How the goal is an *improvement* goal (e.g., what is the baseline data that informs the goal?).

KSDE recommendation: When selecting the goal level, consider the cohort's unique supports and interventions, district capacity and support to provide necessary supports and interventions at each grade level, and how the ending grade has historically performed on the assessment—how can the identified cohort likely impact the ending grade's performance trends with the selected cohort?

See the *At-Risk Accountability Example Plans* document for goal-setting examples.

For each cohort goal identified, districts will answer the following questions:

- Why did you select the goal you chose?
- How does this align with your District's School Improvement Efforts?

Supports and Interventions

On the Cohort Interventions page, users will be prompted to add a cohort description and change the cohort name and type if needed.

Cohort Interventions

Cohort Information

Cohort Name

4th Grade, all at-risk students, ELA goal

Cohort Description

Cohort Type

Required Cohort #1

Districts are required to provide detail about district-level at-risk services. There are three questions that were answered on the 2026 LCP Annual Report. District may duplicate these responses. In future years, these items will not be answered on the LCP Annual Report but only the At-Risk Accountability Plan. The three items answered are:

- The Number of students eligible for State At Risk Services (K.S.A. 72-5153a)
- The Number of students served with State At Risk Services (K.S.A. 72-5153a)
- For all at-risk funded interventions in your district, please provide the data and research used to determine the programs and services needed to implement

At Risk Services

The Number of students eligible for State At Risk Services (K.S.A. 72-5153a)

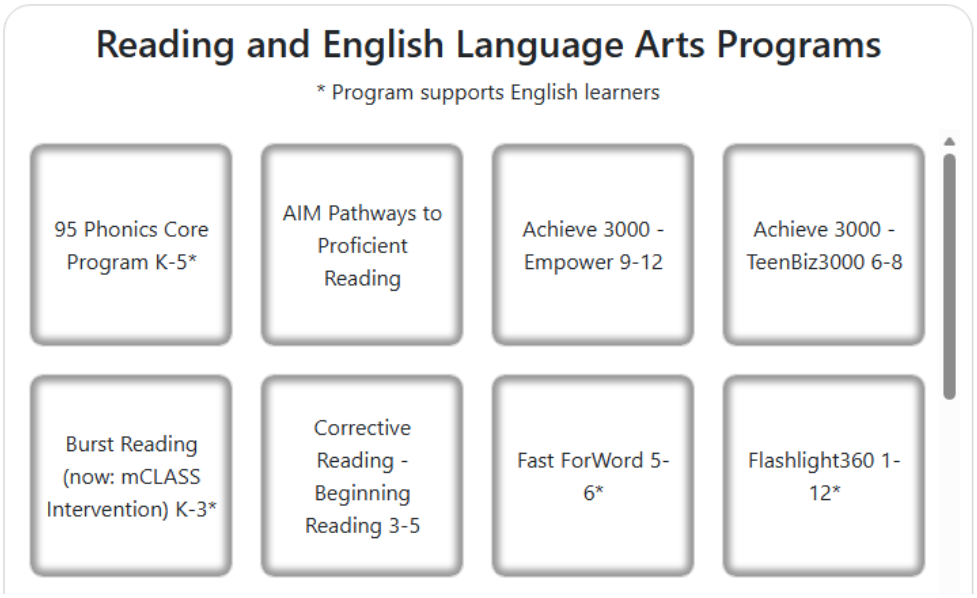
0

The Number of students served with State At Risk Services (K.S.A. 72-5153a)

0

For all at-risk funded interventions in your district, please provide the data and research used to determine the programs and services needed to implement

Districts are required to identify two to four interventions that will be provided to cohort students. Identified interventions may change annually and should relate to the goal subject or at-risk student factors. For example, if an ELA goal was selected and the cohort consisted of students with high social emotional needs, it may be appropriate for the district identify interventions that are under "Reading and English Language Arts Programs," "Other Approved Programs," or "Practices" section of the Approved Evidence-Based Programs and Practices list. A math intervention may be less appropriate in this example. See below for an example of interventions listed in the application. A list of approved at-risk evidence-based programs and practices are available at www.ksde.gov Districts may include provisionally approved items.



If there is not a single intervention that is administered to the entire cohort, districts should select the two to four interventions that are offered to the greatest number of cohort students. Districts may offer more than four interventions to the cohort students but will report no more than four on this page. All interventions that require at-risk funds will be detailed in the expenditure report.

For the two to four interventions, districts will be asked:

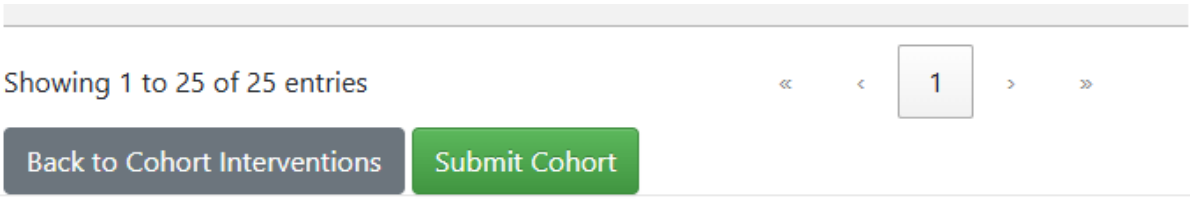
- Why did you select these? Include the data and evidence used to select the Interventions.

Finally, districts are provided with an optional response: Provide any supplemental narrative needed to understand the at-risk accountability plan.

Submitting Plan

After creating the two required cohorts, districts will finalize and submit the at-risk accountability plan.

Only District Approve users may submit plans. A "Submit Cohort" button is located at the bottom of the final review page. This is the final page of a cohort plan.



Appendices

Appendix A

At-Risk Funding Adjustment

K.S.A. 72-3574(g) details the financial impact of districts not meeting established cohort academic achievement goals. If a district does not meet one or both of the established cohort goals, this will impact the district's opportunity to receive the increased BASE aid amount applied to the at-risk and high-density at-risk weightings for the year following the final year of the evaluation period.

If both cohorts do meet or exceed their goals:

- The at-risk weighting formula is not adjusted. The district will continue to receive all of the increase to the BASE aid amount applied to the at-risk and high-density at-risk weighting.

If only one cohort does not meet or exceed the goal the SBOE will apply the following formula:

- The at-risk weighting formula is adjusted. The district will receive half of the increase to the BASE aid amount applied to the at-risk weighting. The formula outlined in the legislation is below.
  - $StateAid=(B_{final}+0.5\times(B_{current}-B_{final}))\times W_{total}$

    B_{final} = BASE aid in the final year of the 5-year evaluation period

    $B_{current}$ = BASE aid in the current school year

    W_{total} = at-risk weighting + high-density at-risk weighting

  a. Determine the BASE aid amount that was in effect in the final year of the five-year evaluation period
  b. Determine the difference between the BASE aid amount in the current school year and the BASE aid amount from the cohort evaluation year (5th year)
  c. Multiply that amount by 0.50
  d. Add the amount from step a) to the amount from step c)
  e. Multiply the sum from step d) by the school district's at-risk student weighting and high-density at-risk student weighting
  f. The computed amount is the amount of state aid for the at-risk student weighting and high-density at-risk weighting that the school district may receive

If both cohorts do not meet or exceed the goal the SBOE will:

- The at-risk weighting formula is adjusted. The district will receive none of the increase to the BASE aid amount applied to the at-risk weighting.

Appendix B

At-Risk Status Approximation

To support districts in establishing realistic improvement goals and accurately estimating starting cohort size recommendations, KSDE developed an at-risk approximation. This approximation is necessary due to limitations of historical at-risk data collection.

The approximation considers students as at-risk if they meet any of the following criteria within the two categories: At-Risk Level 1 or At-Risk Level 2. The difference between these categories comes down to the inclusion of students performing at Level 2 on the KAP summative assessment. The Data Source for each criterion is included below to help districts better understand the development of the approximation.

Data Source	At-Risk Approximation Level 1 A student is marked as at-risk if they have any of the following data indicators	At-Risk Approximation Level 2 A student is marked as at-risk if they have any of the following data indicators
Current year ENRL	KIDS Record indicating at-risk student	KIDS Record indicating at-risk student
Current year ENRL (first available 2023-2024)	KIDS Record indicating most previous grade level retention	KIDS Record indicating most previous grade level retention
Calculated from previous year's EOYA	Chronically absent at the district level	Chronically absent at the district level
Current year ENRL	Qualifies for homeless	Qualifies for homeless
Previous year's EOYA	Qualifies for migrant	Qualifies for migrant
Current year ENRL	Identified as an English Language Learner	Identified as an English Language Learner
Current year ENRL (first available 2025-2026)	Identified as a student with dyslexia or characteristics of dyslexia	Identified as a student with dyslexia or characteristics of dyslexia
Previous year's EOYA	Student scored below benchmark on spring universal screener	Student scored below benchmark on spring universal screener
Previous year's DCF records	Foster care student	Foster care student
Previous year's test data	Student scored level 1 on ELA or Math KAP	Student scored level 1 or 2 on ELA or Math KAP

Appendix C

Goal Setting Calculations

KSDE calculated the suggested goals in a three-step process.

- Identified assessment performance:
    - Assessment performance was separated by ELA or math state assessment performance.
    - Assessment performance was separated into three groups: 1) At-Risk Approximation (including level 1 as not meeting grade level standards), 2) At-Risk Approximation (including level 1 and 2 as not meeting grade level standards), and 3) all students (combination of at-risk and not-at-risk students).
    - Next, the three groups were each separated by grade level.

- Finally, each grade level and at-risk group data set organized the data by assessment subgroup performance at the district level. Below is an example of how the data was organized.

Grade 4 ELA Assessment Performance – At-Risk (level 1 approximation)			
District	Assessment Subgroup	% of students in Level 1 (2025 test)	% of students in Level 1 (2026 test)
District A	Students with Disabilities	41.53%	43.93%
District A	English Learner Students	25.00%	25.00%
District A	African-American Students	26.31%	18.75%
District B	Students with Disabilities	69.98%	59.34%
District B	English Learner Students	64.15%	62.75%

- Analyzed assessment performance: For each group of data, KSDE analyzed the typical change experienced between the immediately prior two years of assessment performance. This allows one to answer, "in general, how much change may be expected from one assessment to the next?" The example data set above has an expected 0.913 typical change of percent of students in level 1 on the 2025 to 2026 ELA assessment.
- Personalized expected change: While the typical change itself may be insightful, it may not accurately represent the assessment trends that districts experience. The typical change was applied in context to the specific year-to-year change that the district experienced at the grade level, at-risk group, and assessment subgroup level. Three goal options are provided to allow districts to select their desired level of change. Below includes the formula used to personalize the expected change as well as an example to show the recommended goal using District A's Students with Disabilities data from the table above.
    - Goal Level 1:
        - Recommended goal = % of students in the level 1 on the 2026 test - |(change between 2025 to 2026 test)(typical change*1))|
        - 41.74 = 43.93 - |(2.40)(.913*1))|
    - Goal Level 2:
        - Recommended goal = % of students in the level 1 on the 2026 test - |(change between 2025 to 2026 test)(typical change*1.25))|
        - 41.19 = 43.93 - |(2.40)(.913*1.25))|
    - Goal Level 3:
        - Recommended goal = % of students in the level 1 on the 2026 test - |(change between 2025 to 2026 test)(typical change*1.5))|
        - 40.64 = 43.93 - |(2.40)(.913*1.5))|

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