VISION

Transform Salina...and the world.

MISSION

Be the best place to learn and work by
embracing challenges
creating belonging
fostering pride
and inspiring hope



Strategic Plan

Goal 1

Increase students' communication skills

Goal 2

Increase students' critical thinking skills

Goal 3

Increase students' social-emotional skills

Strategic Plan Goal: Communication
KS ELA Assessment

13% **decrease** in the number of students performing at a Level 1 on the KS ELA Assessment by 2027

- Current assessment performance: 29.4% @ Level 1
- 2025 to 2026 decrease 1.2% with overall decrease 8.7%

10% **increase** in the number of students performing at a Level 3 or 4 on the KS ELA Assessment by 2027

- Current assessment performance: 43.0% @ Level 3 or 4
- 2025 to 2026 increase 2.8% with overall increase 15.2%

Strategic Plan Goal: Critical Thinking
KS Math Assessment

12% **decrease** in the number of students performing at a Level 1 on the KS Math Assessment by 2027

- Current assessment performance: 27.3% @ Level 1
- 2025 to 2026 decrease 3.2% with overall decrease 9.7%

10% **increase** in the number of students performing at a Level 3 or 4 on the KS Math Assessment by 2027

- Current assessment performance: 38.0% @ Level 3 or 4
- 2025 to 2026 increase 3.3% with overall increase 13.3%

Strategic Plan Goal: Critical Thinking
KS Science Assessment

11% **decrease** in the number of students performing at a Level 1 on the KS Science Assessment by 2027

- Current assessment performance: 31.2% @ Level 1
- 2025 to 2026 decrease 3.8% with overall decrease 9.9%

10% **increase** in the number of students performing at a Level 3 or 4 on the KS Science Assessment by 2027

- Current assessment performance: 35.4% @ Level 3 or 4
- 2025 to 2026 no change with overall increase 6.2%

Strategic Plan Goals: Social-Emotional

15% **decrease** in the number of social-emotional behavior offenses by 2027

- Current performance: 0.2% increase in number of offenses compared to last year
- Decrease of 1.1% from 2021-2022 baseline

15% **decrease** in the number of students who are chronically absent by 2027

- Current performance: 22.6%, a 0.5% increase from last year
- Decrease of 10.2% from 2021-2022 baseline

Graduation Data

Preliminary Graduation Cohort Data

- Official results available January 2027
- 2022-2025 Federal Graduation Cohort – 89.5%
  - Increase of 5.9% from 2022-2025 Federal Cohort
- 2022-2025 State Graduation Cohort – 91.3%
  - New, in 2025, calculation method to protect districts from credit deficient transfers
  - Increase of 4.5% from 2022-2025 Federal Cohort



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At-Risk Accountability Plan

KANSAS STATE DEPARTMENT OF EDUCATION
www.ksde.gov | #KansansCan

Kansas leads the world in the success of each student.

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

At-Risk Student Identification

An at-risk student is on who meets one or more of the following criteria:

- Academic Level
- Chronically Absent
- Dyslexia
- English Language Learner
- Falling Behind
- Foster Care
- Homeless/Migrant
- Insufficient Mastery
- Potential Dropout
- Retained
- Social Emotional Needs
- Suspensions/Expulsions

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
  - Cohorts contain one subgroup identified for state assessment purposes
  - Cohorts must have a minimum of 11 students
  - 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
  - Progress toward goal
  - Intervention Changes (if needed)
  - Prior year's expenditure report
- District must publicly publish plan
- KSDE must submit plan to legislature

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

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 all 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 half of the increase to the BASE aid amount applied to the at-risk weighting.	$6,100
No cohorts meet or exceed their goal	Receives none of the increase to the BASE aid amount applied to the at-risk weighting.	$6,000

Why did you select the goals you chose?

District established strategic plan goals in 2021-22 that identified decreasing of level 1s in math, ELA, and science

District designed the 2024-2025 and 2025-2026 KESA action plan based on our longitudinal math performance indicating the percent of students scoring at a level 1 increased as students progress through our system

- Identified action steps to focus on math alignment and development of common assessments to strengthen instruction and provide a more systematic data informed approach to math instruction

Selecting a math goal for decreasing the percentage of students performing at level 1 for the at-risk accountability plan we are emphasizing our continued commitment to increase math performance. We believe sustained implementation efforts will result in more students moving out of level 1 performance, non-proficiency.

Accountability Plan Cohort Selection Considerations

Cohort Subgroup

- General education students

Cohort Grade Level

- 4th grade (required)
  - Will be 7th graders in 2030
- 3rd grade
  - Will be 6th graders in 2030

Performance Measure

- Math state assessment

Goal Percentage

- Based on performance of 2026 at-risk students for identified grade level
- KSDE goal recommendation selected for each cohort

Accountability Plan Cohorts & Goals

Required Cohort #1

- 4th Grade Regular Education At-Risk Math
- The percentage of grade 7 cohort students in level 1 on the 2030 Math assessment will reduce from the *2026 grade 7 comparison group baseline* of 54.69% to 53.21%.

Required Cohort #2

- 3rd Grade Regular Education At-Risk Math
- The percentage of grade 6 cohort students in level 1 on the 2030 Math assessment will reduce from the *2026 grade 6 comparison group baseline* of 36.79% to 35.61%.

Students in cohorts represent all elementary buildings.

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

Our district's school improvement efforts have been centered around teachers collaborating to align math instruction to the depth, breadth, and rigor of state standards and district curriculum.

In addition to alignment, development of math common assessments for grades K – 10 have been ongoing to provide clarity on what students must know and be able to do to meet state standard expectations.

The district knows that systematic vertical and horizontal alignment coupled with monitoring of student performance will strengthen our ability to meet student learning needs and result in increased student performance.

Accountability Plan Interventions

Selected four interventions we believe with sustained efforts will continue to impact student growth:

1. iReady Personalized Instruction Math

- Provides lessons that allow for individualized instruction based on student needs

2. Comprehensive Integrated Three-Tiered Model (Ci3T)

- Strengthens school-wide efforts to support students using a preventative model that addresses needs from the academic, behavioral, and social domains

3. Explicit and Systemic Instruction

- Application of high-quality instructional materials (HQIM) and teaching practices focused on the depth, breadth, and rigor of state standards.

4. John Hattie's Meta-Analyses Teaching Strategies and Practices

- Clarity of learning outcomes through use of Learning Intentions and Success Criteria (LISC) coupled with a focus on increasing access to classroom discussion and high-level questions

Next Steps

- 2025-2026 At-Risk Expenditure Report submitted
- 2026-2027 District At-Risk Accountability Plan submitted to KSDE
  - Anticipate KSDE approval in November
- Approved plans will be posted on USD305 website
- Schools implement interventions as outlined in plan
- Yearly update provided each year until 2030
  - Fall 2030 – Action plan determined based on goal accomplishment level

Questions?

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