# At-Risk Pupil Assistance Program

# Guidelines 2012-2013

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**1. What is the purpose of the Kansas At-Risk Pupil Assistance program?**

The purpose of the Kansas At-Risk Program is to provide at-risk students with additional educational opportunities and instructional services to assist in closing the achievement gap.

**2. What does the term "additional educational opportunities" mean?**

The intent of the At-Risk Pupil Assistance Program is to provide "additional educational opportunities" which are educational services offered to at-risk students that are above and beyond what is offered to all students.

**3. Does an at-risk student have to be a free-lunch student?**

No, free lunch applications determine the funding while academic needs determine who is identified and served.

**4. What is the definition of an at-risk student and what criteria identify an at-risk student?**

At-risk students can be defined by one or more criteria. Predominantly, a student who is not working on grade level in either reading or mathematics is the major criteria used.

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

- Is not working on grade level. (i.e. reading and/or mathematics)
- Is not meeting the requirements necessary for promotion to the next grade; is failing subjects or courses of study
- Is not meeting the requirements necessary for graduation from high school. (e.g., potential dropout)
- Has insufficient mastery of skills or is not meeting state standards (e.g., is below "meeting standards" on state assessments)
- Has been retained
- Has a high rate of absenteeism
- Has repeated suspensions or expulsions from school
- Is homeless and/or migrant
- Is identified as an English Language Learner

**** Students are often at-risk as a result of the following situations:***

- *Low attachment to or involvement with school*
- *Continual or persistently inappropriate behavior*
- *Repeated discipline infractions*
- *A high rate of transition or mobility*
- *Living in an environment of poverty*
- *Living in an environment of limited educational achievement*
- *Has a drug or alcohol problem*
- *Is pregnant or is a parent or both*
- *Participates in gang or gang-like activity*
- *Is adjudicated as a juvenile offender*
- *Is a "child in need of care" (CINC)*

**5. May students identified for special education services receive at-risk services?**

Yes, students with disabilities may be served by the at-risk funds if the services are not the same area of service being provided by special education funds as identified on the student's IEP. For example, a student with a disability receiving special education instructional support in the area of reading could receive at-risk instructional support in the area of mathematics, but not in reading.

**6. What are districts to use to identify at-risk students?**

Districts are to use some form of diagnostic assessment and/or evidence-based educational criteria to identify students who are at-risk to determine their needs and to guide their instructional interventions.

**7. What assessments or data can be used to identify at-risk students?**

Some examples of data and assessments that can be used to select and serve at-risk students include:

a. Records of academic performance demonstrating a lack of growth

b. State assessment results

c. Local assessments

d. Performance based assessments

e. Norm referenced assessments

f. Screening assessments

g. Diagnostic assessments such as:
   - Qualitative Reading Inventory
   - Degrees of Reading Power
   - Gates MacGinite

**8. What are some examples of how at-risk services can be delivered?**

The primary means of providing additional services that are above and beyond what is offered to all students primarily includes additional time or additional staff hired specifically to work with identified at-risk students. Some examples of appropriate delivery services include:

a. Extended year

b. Before school

c. After school

d. Summer school

e. Extra support within a class

f. Tutorial assistance

g. Class within a class

**9. May alternative, virtual and charter Schools be funded with at-risk funds?**

Yes, alternative, virtual and charter schools can use at-risk funding to provide educational services to identified at-risk students.

**10. How is funding for at-risk programs determined?**

The method used to identify at-risk students in order to access funds relies on the "free lunch" status associated with the National School Lunch Act. Only those students approved for free meals on the official enrollment count date (September 20) generate at-risk funding.

The following formula provides the basis for a Local Educational Agency (LEA) to calculate its at-risk funding:

| 1<br>Number of Free Meal Students | | 2<br>At-Risk Weighted Amount (round to nearest 0.1) | | 3<br>Weighted FTE | | 4<br>General State Aid Per Pupil Amount | | 5<br>Total Estimated State At-Risk Funding | 6<br>2.2% Set Aside | 7<br>2.2% Set Aside for K-3 Reading Activities |
|---|---|---|---|---|---|---|---|---|---|---|
| | X | 0.456 | = | | X | 3,838 | = | | 0.022 | |

**11. How is the required set aside for helping students' master reading by the end of 3rd grade determined?**

The K-3 reading set aside is determined by multiplying the "Total Estimated State At-Risk Funding" (in column 5) by 0.022. This is calculated on the weighted at-risk funding. It does not include the high-density at-risk funding or the non-proficient at-risk funding.

**12. Are districts required to spend a portion of their at-risk funds on K-3rd grade reading instruction?**

Yes, districts are required to spend 2.2% of the at-risk funds generated by the free lunch count to support early reading instruction. Funds may be used for the following:

- Hiring of instructional staff to support reading in K-3rd grade
- Supplies and materials to support reading in K-3rd grade
- Hiring literacy coach

**13. May the at-risk funds be used to fund a literacy or mathematics coach for K-12?**

Yes, the at-risk funds may be used to hire literacy and mathematics coaches who work with teachers of at-risk students in grades K-12.

**14. How may at-risk funds be used to support direct instruction?**

Funds used to support direct instructional services provided to at-risk students includes the hiring of teachers or paraprofessionals (who are appropriately supervised by licensed staff) to offer additional services to at-risk students.

**15. May at-risk funds be used to support administrative salaries?**

In general, at-risk funds **cannot** be used to support administrative salaries unless the administrator is providing direct instructional services and/or support services to identified at-risk students beyond their regular contract duties. However, if an administrator is fully employed to serve a school that has 100% of its students identified as at-risk based on the at-risk criteria in question #4, at-risk funds can be used to support the administrator's salary. An alternative school is an example in which this situation might apply.

**16. May at-risk funds be used to support classroom teacher salaries?**

At-risk funds can be used to support classroom teacher salaries to the proportional percent of identified at-risk students. For example, if 90% of the students in a building are identified as at-risk according to the definition and criteria in Question #4 (not free lunch), 90% of the teacher salaries in that building can be allocated from the at-risk funds.

**17. May at-risk funds be used to support counselors or translators salaries?**

At-risk funds can be used to support counselors or translator's salaries if they are providing direct instructional services and/or support services to identified students. The support services provided should directly impact the reason(s) for which the student was identified as at-risk (i.e., Question #4: not working on grade level, not meeting the requirements necessary for promotion to the next grade and so forth).

**18. May at-risk funds be used to support resource officer's salaries?**

At-risk funds cannot be used to support resource officer's salaries.

**19. May at-risk funds be used to support clerical staff salaries?**

If clerical staff are fully employed to serve a school that has 100% of its students identified as at-risk according to the criteria in question #4, at-risk funds can be used to support that person's salary. An alternative school is an example of a school that might meet the 100%.

**20. May funds be used to support professional development activities?**

No, at-risk funds must be spent on additional educational opportunities and instructional services to assist in closing the achievement gap of at-risk students. At-risk funds, however, may pay the salaries of mathematics and/or literacy coaches who work with teachers of at-risk students.

**21. May at-risk funds be used to purchase equipment?**

At-risk funds can be used to purchase equipment that will be used to support at-risk student learning; however, those purchases should be limited to 25% of the total at-risk allocation.

**22. May at-risk funds be used for all day kindergarten?**

Yes, however, only the proportion of time that is extended beyond the typical half-day may be paid with at-risk funds.

**23. Which students may participate in portion of kindergarten paid with at-risk funds?**

Any kindergarten student may attend the portion of kindergarten paid with at-risk funds. These students do not have to meet the at-risk criteria.

**24. May at-risk funds be spent on transportation?**

Yes, funds may only pay for transportation for at-risk students attending after school programs, extended school or summer school.

**25. What student records must be kept for the at-risk program?**

Annual records must be kept at the district on the following:

- List of students served
- Selection criteria including name of assessment and/or evidence-based educational criteria

**26. What information on at-risk must districts report at the end of each school year?**

According to the school finance law, districts must report annually the following information:

- The number of at-risk pupils served or provided assistance
- The number of non-proficient students served or provided assistance
- The type of service(s) provided
- The research (e.g., student assessment data) upon which the district relied in determining the need for the service or assistance existed
- The results (e.g., student impact data) of the service(s) or assistance provided
- Any other information required by the State Board

**27. May the "non-proficient funds" be spent in the same manner as the regular at-risk funds (free lunch weighting)?**

Yes, the "non-proficient funds" may be spent in the same way as the at-risk funds except the cost of kindergarten may not be paid with the non-proficient funds.

**28. May the "high density at-risk funds" be spent in the same manner as the regular at-risk funds (free lunch count)?**

Yes, the "high density at-risk funds" may be spent in the same way as the at-risk funds except the cost of kindergarten may not be paid with the high density at-risk funds.

**29. How is the *non-proficient* at-risk funding determined?**

*(KSDE's School Finance office will help calculate this.)*

Additional funding is based on the number of students who were below proficient on the 2011-2012 Kansas Reading or Mathematics Assessments who were not on free lunch. The weighting factor is .0465.

**30. How is the high density at-risk funding determined?**
(*KSDE's School Finance office will help calculate this.)*

The high density at-risk considers the percent of free meals and applies different percentage points:

- Districts with 40-49.9% free meals rate receive 6 percentage points
- Districts with free meals rate at 50% or more receive 10 percentage points
- Districts with density of 212.1 students per square mile and a free lunch rate of 35.1% receive 10 percentage points