

## 2020-21 Consolidated Application - Level 1 Addendum - 2020

### Background/Introduction - Background/Introduction

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#### Background/Introduction

--Entity Name-- - --Institution BEDS Code--

As detailed in Commissioners Regulation 100.21, any school with any accountability measure of Level 1 for any subgroup that is not a Comprehensive Support and Improvement (CSI) or Targeted support and Improvement (TSI) school shall:

Participate in a needs assessment, in a format as may be prescribed by the Commissioner, to determine the additional support that the school needs to improve performance. Such needs assessment must identify the academic achievement gaps between accountability subgroups within the school, the root causes for the gaps, and delineate the resources and strategies that the district will use to support the school to address such gaps; and

Based on the needs assessment, in a format as may be prescribed by the Commissioner, the district, in consultation with parents, school staff, and other stakeholders at the school, consistent with the district plan pursuant to section 100.11 of this Part, shall identify additional resources that the district will provide to the school to assist it to increase performance on the accountability measure for the identified group(s). Provided that in its consolidated application submitted to the department, the district must identify the additional resources and professional development that the district will provide the school to improve performance.

Toward that end, the "2020-21 Consolidated Application - Level 1 Addendum" is designed to be completed collaboratively by building-level and district-level staff. Staff with building-level and district-level data entry rights will be able to contribute to the plan. In completing the addendum, schools and districts must:

Provide information about the needs assessment that was conducted;

Describe the components of the needs assessment;

Describe the stakeholders involved in the needs assessment;

Identify the subgroups performing at Level 1 for each accountability measure;

Describe the additional support that the school requested the district provide based upon the needs assessment;

Describe the degree to which the district will provide the requested additional support;

As applicable, describe why the district will not provide the requested resources completely; and

Describe any additional resources not requested by the school that will be provided by the district in order to address the indicator for which the school performed at Level 1.

**Please Note - Survey submission must be completed by the Superintendent/CEO, and are due no later than August 31, 2020.**

For technical assistance and support, please contact the Office of ESSA-Funded Programs by phone at 518-473-0295 or via email at conappta@nysed.gov. Thank you for your continued support and collaboration.

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### 2020-21 Level 1 Addendum - Points of Contact

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#### Point of Contact

--Entity Name-- - --Institution BEDS Code--

1. In the chart below, please provide point of contact information for an individual at both the school and district level.

	Point of Contact Name/Title	Point of Contact Telephone Number	Point of Contact Email Address
District Point of Contact Information			
School Point of Contact Information			

**Needs Assessment**

--Entity Name-- - --Institution BEDS Code--

To determine the additional support that the school needs to improve performance, the needs assessment must identify the academic achievement gaps between accountability subgroups within the school, the root causes for the gaps, and delineate the resources and strategies that the district will use to support the school to address such gaps. For example, if your school was identified for the students with disabilities subgroup for ELA Progress, the needs assessment conducted should address the needs of the students from that subgroup in that content area.

In addition, the stakeholders engaged during the consultation process should be directly associated with the identified subgroups. For example, if your school was identified for the students with disabilities subgroup for ELA Progress, the parents engaged during the needs assessment process should include parents of students with disabilities and other instructional staff and/or service providers directly associated with the subgroup and content area.

**1. During the needs assessment conducted to address the specific indicator(s) and subgroup(s), which of the following actions were performed? Select all that apply.**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> State assessment data analysis                | <input type="checkbox"/> Social-emotional learning school inventory         | <input type="checkbox"/> Student support staff surveys     |
| <input type="checkbox"/> Internal academic data analysis               | <input type="checkbox"/> Professional development practices self-assessment | <input type="checkbox"/> Principal interview               |
| <input type="checkbox"/> Attendance data analysis                      | <input type="checkbox"/> Family and community engagement school inventory   | <input type="checkbox"/> Student support staff focus group |
| <input type="checkbox"/> Discipline data analysis                      | <input type="checkbox"/> Classroom observations                             | <input type="checkbox"/> Teacher focus group               |
| <input type="checkbox"/> Behavior data analysis                        | <input type="checkbox"/> Curriculum audit                                   | <input type="checkbox"/> Parent focus group                |
| <input type="checkbox"/> Teacher performance data analysis             | <input type="checkbox"/> Parent surveys                                     | <input type="checkbox"/> Student focus group               |
| <input type="checkbox"/> Parent engagement/participation data analysis | <input type="checkbox"/> Teacher surveys                                    | <input type="checkbox"/> Other                             |
| <input type="checkbox"/> Documents analysis                            | <input type="checkbox"/> Student surveys                                    |  |

**2. Which stakeholders were involved in conducting the needs assessment and making resource allocation decisions, given the indicator(s) and specific subgroup(s) for which the school performed at Level 1? Select all that apply?**

- |  |  |
|--|--|
| <input type="checkbox"/> Administrators  | <input type="checkbox"/> Community members                           |
| <input type="checkbox"/> Teachers  | <input type="checkbox"/> Students                                    |
| <input type="checkbox"/> Other school leaders  | <input type="checkbox"/> Homeless liaison                            |
| <input type="checkbox"/> Student support staff (guidance counselors, social workers, etc.) | <input type="checkbox"/> Neglected and delinquent transition liaison |
| <input type="checkbox"/> Paraprofessionals   | <input type="checkbox"/> Attendance staff                            |
| <input type="checkbox"/> Specialized instructional staff                                   | <input type="checkbox"/> School security officers                    |
| <input type="checkbox"/> School office staff   | <input type="checkbox"/> Partner organizations                       |
| <input type="checkbox"/> Central office staff  | <input type="checkbox"/> Institutions of higher education            |
| <input type="checkbox"/> Parents/guardians   | <input type="checkbox"/> Other                                       |

### School Level Indicators

--Entity Name-- --Institution BEDS Code--

**1. Did the school receive a Level 1 for the accountability measure - Composite Performance Achievement Level?**

- ☐ Yes, the school received a Level 1 for Composite Performance Achievement Level
- ☐ No, the school did not receive a Level 1 for Composite Performance Achievement Level

**1a. To which subgroup(s) does the Level 1 designation apply?**

- ☐ All students
- ☐ Asian
- ☐ Black
- ☐ ED
- ☐ ELL
- ☐ Hispanic
- ☐ Multi-racial
- ☐ Native American
- ☐ SWD
- ☐ White

**1b. Briefly describe (250 words or less) what the needs assessment indicated about the assets and needs of the specific subgroup(s) that performed at Level 1 for this indicator and how those findings inform the school's plan.**

**1c. Briefly describe how the school will address identified student needs to improve outcomes associated with the Level 1 designation for the specific subgroup(s). Identify supports/resources (such as professional development for school staff) that the school has requested the district provide to support those efforts and whether the requested supports/resources reflect new supports or an expansion of existing supports.**

**1d. Please indicate the degree to which the district will provide the additional supports/resources requested by the school.**

- ☐ Completely
- ☐ Mostly
- ☐ Partially
- ☐ Minimally
- ☐ Not at all

**1e. As applicable, please describe why the district will not provide the requested supports/resources completely.**

**1f. Please describe any additional supports/resources not requested by the school that will be provided, including professional development for school staff, to address the indicator for which the school performed at Level 1. Include a description of whether the requested supports/resources reflect new supports or an expansion of existing supports.**

**2. Did the school receive a Level 1 for the accountability measure - Student Growth Level?**

- ☐ Yes, the school received a Level 1 for Student Growth Level
- ☐ No, the school did not receive a Level 1 for Student Growth Level

**2a. To which subgroup(s) does the Level 1 designation apply?**

- ☐ All students
- ☐ Asian
- ☐ Black
- ☐ ED
- ☐ ELL
- ☐ Hispanic
- ☐ Multi-racial
- ☐ Native American
- ☐ SWD
- ☐ White

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- 2b. Briefly describe (250 words or less) what the needs assessment indicated about the assets and needs of the specific subgroup(s) that performed at Level 1 for this indicator and how those findings inform the school's plan.
- 2c. Briefly describe how the school will address identified student needs to improve outcomes associated with the Level 1 designation for the specific subgroup(s). Identify supports/resources (such as professional development for school staff) that the school has requested the district provide to support those efforts and whether the requested supports/resources reflect new supports or an expansion of existing supports.
- 2d. Please indicate the degree to which the district will provide the additional supports/resources requested by the school.

- ☐ Completely
- ☐ Mostly
- ☐ Partially
- ☐ Minimally
- ☐ Not at all

- 2e. As applicable, please describe why the district will not provide the requested supports/resources completely.
- 2f. Please describe any additional supports/resources not requested by the school that will be provided, including professional development for school staff, to address the indicator for which the school performed at Level 1. Include a description of whether the requested supports/resources reflect new supports or an expansion of existing supports.

3. Did the school receive a Level 1 for the accountability measure - Combined Composite and Student Growth Level?

- ☐ Yes, the school received a Level 1 for Combined Composite and Student Growth Level
- ☐ No, the school did not receive a Level 1 for Combined Composite and Student Growth Level

3a. To which subgroup(s) does the Level 1 designation apply?

- ☐ All students
- ☐ Asian
- ☐ Black
- ☐ ED
- ☐ ELL
- ☐ Hispanic
- ☐ Multi-racial
- ☐ Native American
- ☐ SWD
- ☐ White

- 3b. Briefly describe (250 words or less) what the needs assessment indicated about the assets and needs of the specific subgroup(s) that performed at Level 1 for this indicator and how those findings inform the school's plan.
- 3c. Briefly describe how the school will address identified student needs to improve outcomes associated with the Level 1 designation for the specific subgroup(s). Identify supports/resources (such as professional development for school staff) that the school has requested the district provide to support those efforts and whether the requested supports/resources reflect new supports or an expansion of existing supports.
- 3d. Please indicate the degree to which the district will provide the additional supports/resources requested by the school.

- ☐ Completely
- ☐ Mostly
- ☐ Partially
- ☐ Minimally
- ☐ Not at all

- 3e. As applicable, please describe why the district will not provide the requested supports/resources completely.

- 3f. Please describe any additional supports/resources not requested by the school that will be provided, including professional development for school staff, to address the indicator for which the school performed at Level 1. Include a description of whether the requested supports/resources reflect new supports or an expansion of existing supports.

4.

**Did the school receive a Level 1 for the accountability measure - English Language Proficiency Level?**

- ☐ Yes, the school received a Level 1 for English Language Proficiency Level
- ☐ No, the school did not receive a Level 1 for English Language Proficiency Level

4a. To which subgroup(s) does the Level 1 designation apply?

- ☐ All students
- ☐ Asian
- ☐ Black
- ☐ ED
- ☐ ELL
- ☐ Hispanic
- ☐ Multi-racial
- ☐ Native American
- ☐ SWD
- ☐ White

4b. Briefly describe (250 words or less) what the needs assessment indicated about the assets and needs of the specific subgroup(s) that performed at Level 1 for this indicator and how those findings inform the school's plan.

4c. Briefly describe how the school will address identified student needs to improve outcomes associated with the Level 1 designation for the specific subgroup(s). Identify supports/resources (such as professional development for school staff) that the school has requested the district provide to support those efforts and whether the requested supports/resources reflect new supports or an expansion of existing supports.

4d. Please indicate the degree to which the district will provide the additional supports/resources requested by the school.

- ☐ Completely
- ☐ Mostly
- ☐ Partially
- ☐ Minimally
- ☐ Not at all

4e. As applicable, please describe why the district will not provide the requested supports/resources completely.

4f. Please describe any additional supports/resources not requested by the school that will be provided, including professional development for school staff, to address the indicator for which the school performed at Level 1. Include a description of whether the requested supports/resources reflect new supports or an expansion of existing supports.

5. **Did the school receive a Level 1 for the accountability measure - Average ELA and Math Academic Progress Level?**

- ☐ Yes, the school received a Level 1 for Average ELA and Math Academic Progress Level
- ☐ No, the school did not receive a Level 1 for Average ELA and Math Academic Progress Level

**5a. To which subgroup(s) does the Level 1 designation apply?**

- ☐ All students
- ☐ Asian
- ☐ Black
- ☐ ED
- ☐ ELL
- ☐ Hispanic
- ☐ Multi-racial
- ☐ Native American
- ☐ SWD
- ☐ White

**5b. Briefly describe (250 words or less) what the needs assessment indicated about the assets and needs of the specific subgroup(s) that performed at Level 1 for this indicator and how those findings inform the school's plan.**

**5c. Briefly describe how the school will address identified student needs to improve outcomes associated with the Level 1 designation for the specific subgroup(s). Identify supports/resources (such as professional development for school staff) that the school has requested the district provide to support those efforts and whether the requested supports/resources reflect new supports or an expansion of existing supports.**

**5d. Please indicate the degree to which the district will provide the additional supports/resources requested by the school.**

- ☐ Completely
- ☐ Mostly
- ☐ Partially
- ☐ Minimally
- ☐ Not at all

**5e. As applicable, please describe why the district will not provide the requested supports/resources completely.**

**5f. Please describe any additional supports/resources not requested by the school that will be provided, including professional development for school staff, to address the indicator for which the school performed at Level 1. Include a description of whether the requested supports/resources reflect new supports or an expansion of existing supports.**

**6. Did the school receive a Level 1 for the accountability measure - Chronic Absenteeism Level?**

- ☐ Yes, the school received a Level 1 for Chronic Absenteeism Level
- ☐ No, the school did not receive a Level 1 for Chronic Absenteeism Level

**6a. To which subgroup(s) does the Level 1 designation apply?**

- ☐ All students
- ☐ Asian
- ☐ Black
- ☐ ED
- ☐ ELL
- ☐ Hispanic
- ☐ Multi-racial
- ☐ Native American
- ☐ SWD
- ☐ White

**6b. Briefly describe (250 words or less) what the needs assessment indicated about the assets and needs of the specific subgroup(s) that performed at Level 1 for this indicator and how those findings inform the school's plan.**

**6c. Briefly describe how the school will address identified student needs to improve outcomes associated with the Level 1 designation for the specific subgroup(s). Identify supports/resources (such as professional development for school staff) that the school has requested the district provide to support those efforts and whether the requested supports/resources reflect new supports or an expansion of existing supports.**

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**6d. Please indicate the degree to which the district will provide the additional supports/resources requested by the school.**

- ☐ Completely
- ☐ Mostly
- ☐ Partially
- ☐ Minimally
- ☐ Not at all

**6e. As applicable, please describe why the district will not provide the requested supports/resources completely.**

**6f. Please describe any additional supports/resources not requested by the school that will be provided, including professional development for school staff, to address the indicator for which the school performed at Level 1. Include a description of whether the requested supports/resources reflect new supports or an expansion of existing supports.**

**7. Did the school receive a Level 1 for the accountability measure - Graduation Rate?**

- ☐ Yes, the school received a Level 1 for Graduation Rate
- ☐ No, the school did not receive a Level 1 for Graduation Rate

**7a. To which subgroup(s) does the Level 1 designation apply?**

- ☐ All students
- ☐ Asian
- ☐ Black
- ☐ ED
- ☐ ELL
- ☐ Hispanic
- ☐ Multi-racial
- ☐ Native American
- ☐ SWD
- ☐ White

**7b. Briefly describe (250 words or less) what the needs assessment indicated about the assets and needs of the specific subgroup(s) that performed at Level 1 for this indicator and how those findings inform the school's plan.**

**7c. Briefly describe how the school will address identified student needs to improve outcomes associated with the Level 1 designation for the specific subgroup(s). Identify supports/resources (such as professional development for school staff) that the school has requested the district provide to support those efforts and whether the requested supports/resources reflect new supports or an expansion of existing supports.**

**7d. Please indicate the degree to which the district will provide the additional supports/resources requested by the school.**

- ☐ Completely
- ☐ Mostly
- ☐ Partially
- ☐ Minimally
- ☐ Not at all

**7e. As applicable, please describe why the district will not provide the requested supports/resources completely.**

**7f. Please describe any additional supports/resources not requested by the school that will be provided, including professional development for school staff, to address the indicator for which the school performed at Level 1. Include a description of whether the requested supports/resources reflect new supports or an expansion of existing supports.**

**8. Did the school receive a Level 1 for the accountability measure - Combined Composite and Graduation Rate?**

- ☐ Yes, the school received a Level 1 for Combined Composite and Graduation Rate
- ☐ No, the school did not receive a Level 1 for Combined Composite and Graduation Rate



**8a. To which subgroup(s) does the Level 1 designation apply?**

- ☐ All students
- ☐ Asian
- ☐ Black
- ☐ ED
- ☐ ELL
- ☐ Hispanic
- ☐ Multi-racial
- ☐ Native American
- ☐ SWD
- ☐ White

**8b. Briefly describe (250 words or less) what the needs assessment indicated about the assets and needs of the specific subgroup(s) that performed at Level 1 for this indicator and how those findings inform the school's plan.**

**8c. Briefly describe how the school will address identified student needs to improve outcomes associated with the Level 1 designation for the specific subgroup(s). Identify supports/resources (such as professional development for school staff) that the school has requested the district provide to support those efforts and whether the requested supports/resources reflect new supports or an expansion of existing supports.**

**8d. Please indicate the degree to which the district will provide the additional supports/resources requested by the school.**

- ☐ Completely
- ☐ Mostly
- ☐ Partially
- ☐ Minimally
- ☐ Not at all

**8e. As applicable, please describe why the district will not provide the requested supports/resources completely.**

**8f. Please describe any additional supports/resources not requested by the school that will be provided, including professional development for school staff, to address the indicator for which the school performed at Level 1. Include a description of whether the requested supports/resources reflect new supports or an expansion of existing supports.**

**9. Did the school receive a Level 1 for the accountability measure - Career, College, Civic Readiness?**

- ☐ Yes, the school received a Level 1 for Career, College, Civic Readiness
- ☐ No, the school did not receive a Level 1 for Career, College, Civic Readiness

**9a. To which subgroup(s) does the Level 1 designation apply?**

- ☐ All students
- ☐ Asian
- ☐ Black
- ☐ ED
- ☐ ELL
- ☐ Hispanic
- ☐ Multi-racial
- ☐ Native American
- ☐ SWD
- ☐ White

**9b. Briefly describe (250 words or less) what the needs assessment indicated about the assets and needs of the specific subgroup(s) that performed at Level 1 for this indicator and how those findings inform the school's plan.**

**9c. Briefly describe how the school will address identified student needs to improve outcomes associated with the Level 1 designation for the specific subgroup(s). Identify supports/resources (such as professional development for school staff) that the school has requested the district provide to support those efforts and whether the requested supports/resources reflect new supports or an expansion of existing supports.**

**9d. Please indicate the degree to which the district will provide the additional supports/resources requested by the school.**

- ☐ Completely
- ☐ Mostly
- ☐ Partially
- ☐ Minimally
- ☐ Not at all

**9e. As applicable, please describe why the district will not provide the requested supports/resources completely.**

**9f. Please describe any additional supports/resources not requested by the school that will be provided, including professional development for school staff, to address the indicator for which the school performed at Level 1. Include a description of whether the requested supports/resources reflect new supports or an expansion of existing supports.**