
Regionalization Planning Strengths & Needs Tool and Guidance for Districts

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Background/Introduction

The regionalization planning process is grounded in studying local strengths and needs to inform innovative solutions to new and old challenges, through a collaborative process driven by practitioners and leaders in the field. Each component district of the state’s Sole Supervisory Districts will complete a Strengths & Needs Tool to determine the types of regionalization efforts needed to improve student opportunities as well as school and district operational efficiencies, with the goal of ensuring that each student can meet the vision of a high school graduate portrayed in the proposed New York State Portrait of a Graduate (see slide 5 in the [June 2024 Board of Regents Presentation](#)). See more information on [NYSED’s Regionalization website](#).

What will our responses be used for?

The regionalization planning process seeks to identify innovative ways to address new and old challenges and mitigate their impact on student trajectories and outcomes. This review provides the first step in analyzing data on educational opportunity and supports available for students, in order to inventory areas of strength, gaps that may exist, and support needs for fulfilling local visions for education and schooling, consistent with Board of Regents priorities and commitments. Upon completion of the Strengths & Needs Tool by each component district, District Superintendents will lead regional conversations to process the data collected and explore innovative, collaborative opportunities with the goal of developing regionalization plans.

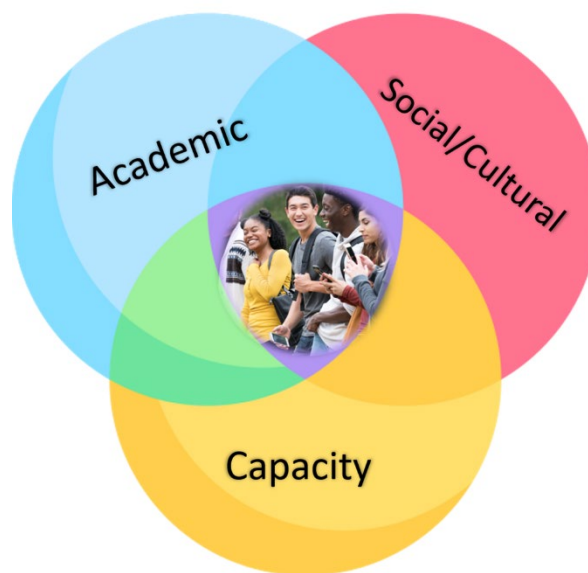
This information will only be used to frame conversations with your BOCES District Superintendent to inform the development of the regionalization plan for your Sole Supervisory District. **NYSED will not be using this information for accountability or any other purpose.**

Overview and Guidance

The purpose of this tool is to guide you and your team through an analysis and reflection of your school district’s strengths, needs, and vision as they relate to creating equitable student opportunities.

This tool organizes your reflection process into 3 domains:

- The **academic** domain considers the courses and programs your students have access to, student performance, and postsecondary pathways, as well as opportunities aligned with the elements of the proposed New York State Portrait of a Graduate.
- The **social/cultural** domain considers the services and activities your students have access to, student attendance and engagement, and your school district’s broader community, including families, partnerships, and community resources.
- The **capacity** domain considers the operational capacity of your district, including size of district, finances, staffing, student enrollment, transportation, technology, and other logistics.



Using this tool, for each domain, you will consider a high-level inventory of your district’s current status and recent trends; reflect on your district’s strengths, challenges, and opportunities; and envision what the future could look like for your district, including what it would take to get there.

What data will we need to complete this tool?

This tool is designed to support your reflection on your district's strengths, needs, and vision as they relate to creating equitable opportunities for students primarily by using **district-level data** published on [NYSED's Data Site](#) as well as in school district [fiscal profiles](#) and [property tax report cards](#). The inventory sections of this tool will direct you to specific data elements from these three sources.

To work through this tool, you'll first navigate to your district's profile from the [districts page](#) or search bar. The inventory sections of this tool are designed to support your district in exploring data elements from the **School Report Card, Student and Educator Report, and Financial Transparency Report**, as well as **student enrollment** and **high school graduation rate data** for the most recently reported school year. For some data elements, the tool will guide you in reviewing archived data from school year 2018-19 and school year 2014-15 to reflect on trends over the past ten years. Tips and guidance for navigating the site are embedded throughout the tool to assist you in locating specific data elements.

Additional information you'll need from your own records includes:

- Advanced coursework and CTE offerings and enrollment;
- Building conditions and transportation options;
- Electives, extracurriculars, and other related activities/opportunities for students;
- Family engagement strategies, opportunities, and supports available;
- Local school community partnerships;
- School budgets and aid;
- Student support services available;
- Teaching assignment coverage; and
- Technology needs and resources.

Is there other data we should reflect upon when completing this tool?

Other data sources you may find pertinent to inform your reflection when completing this tool include:

- Districtwide Building Inventories
- District Instructional Technology Plans
- [NY Kids Performance Tracker](#)
- [Personnel Master File \(PMF\)](#)
- School Building Condition Surveys
- School Climate Surveys
- In-school resources, such as yearbooks, school website, etc.

Who should complete this tool?

We strongly encourage using a collaborative approach and process for its completion in order to tap into the collective knowledge and thinking of your district. The completed Strengths & Needs Tool should be submitted by the superintendent of your school district.

What if we have questions about the tool?

You can email NYSED staff at regionalization@nysed.gov for technical assistance. Visit our [website](#) for additional guidance and resources.

Strengths & Needs Tool

* Signifies required response

Name of District: _____ *

Academic Domain

A. Inventory

The following questions will guide you through a simple collection and review of academic programming and student performance in your district. It is not meant to be a comprehensive inventory of all things “academic” but rather a review of certain data sets to spur your thinking on your students’ access to academic offerings and their performance. You will need to refer to data on your district on [NYSED’s Data Site](#) as well as some of your district’s internal records.

STUDENT PERFORMANCE AND POSTSECONDARY PATHWAYS

State Assessments – Grades 3-8

GUIDANCE: How to Build a Grades 3-8 Assessment Data Report

Navigate to your district’s profile on [NYSED’s Data Site](#), then select “**School Report Card.**” This will bring you to a page where you can select what data you would like to see for the most recent reporting year. Scroll down to “Assessment Data” and check the boxes for:

- ✓ **Grades 3-8 English Language Arts;**
- ✓ **Grades 3-8 Mathematics; and**
- ✓ **Grade 8 Science.**

Then click “**Build Report**” in the upper right corner of the box.

1. What is your district’s most recent **Grades 3-8 ELA** proficiency rate? _____

*Data Tip: In your Grades 3-8 assessment report, the **Summary Results Chart** for each subject area will show your district’s proficiency rates in **yellow**.*

2. What is your district’s most recent **Grades 3-8 Math** proficiency rate? _____

3. How does your district’s most recent **Grades 3-8** proficiency rates compare to the statewide average?

Select one response per row.

*Data Tip: In your Grades 3-8 assessment report, the **Summary Results Chart** for each subject area will show the statewide average in **blue**.*

Student Subgroup & Assessment	10 or more points above statewide average	Somewhat above statewide average	At statewide average (+/- 2 points)	Somewhat below statewide average	10 or more points below statewide average
ELA Grades 3-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 4 only					
ELA Grade 8 only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATH Grades 3-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATH Grade 4 only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATH Grade 8 only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE Grade 8 only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What is your district's most recent **Grade 4 ELA** proficiency rate? ____
5. What is your district's most recent **Grade 4 Math** proficiency rate? ____
6. How does the most recent **Grade 4** proficiency rates compare among certain student subgroups in your district? *Select one response per row.*

Data Tip: In your Grades 3-8 assessment report, each subject area's summary results are followed by data for individual grade levels. The grade-level specific tables provide an overview of your district's proficiency rates by student subgroup.

Student Subgroup & Assessment (Grade 4)	Significant gap (10 or more points)	Moderate gap (between 2 and 10)	No or minor gap (0 to 2 points)	Not applicable
ELA Economically disadvantaged students compared to their non-economically disadvantaged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATH Economically disadvantaged students compared to their non-economically disadvantaged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATH English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students with disabilities compared to general education students				
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7. What is your district's most recent **Grade 8 ELA** proficiency rate? ____
8. What is your district's most recent **Grade 8 Math** proficiency rate? ____
9. What is your district's most recent **Grades 8 Science** proficiency rate? ____
10. How does the most recent **Grade 8** proficiency rates compare among certain student subgroups in your district? *Select one response per row.*

Student Subgroup & Assessment (Grade 8)	Significant gap (10 or more points)	Moderate gap (between 2 and 10)	No or minor gap (0 to 2 points)	Not applicable
ELA Economically disadvantaged students compared to their non-economically disadvantaged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATH Economically disadvantaged students compared to their non-economically disadvantaged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATH English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATH Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE Economically disadvantaged students compared to their non-economically disadvantaged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

State Assessments – Annual Regents Exams

GUIDANCE: How to Build a Regents Exams Data Report

Navigate to your district’s profile on [NYSED’s Data Site](#), then select “**School Report Card.**” This will bring you to a page where you can select what data you would like to see for the most recent reporting year. Scroll down to “Assessment Data” and check the box for:

- ✓ **Annual Regents Examinations**

Then click “**Build Report**” in the upper right corner of the box.

11. What is your district’s most recent **ELA** proficiency rate for all students tested? ____

Data Tip: In your Regents Exams report, the chart for each exam will show your district’s proficiency rates in yellow.

12. What is your district’s most recent **Algebra I** proficiency rate for all students tested? ____

13. Compared to the ELA and Algebra I Regents Exams, which **Science** Regent Exam has the most comparable number of students tested in your district?

- Living Environment
- Physical/Earth Science
- Both: The number of students tested is the same for these two exams.

14. What is your district’s most recent **Science** proficiency rate for all students tested? ____

Guidance: Enter the proficiency rate for the science exam selected in your response to question 13. If you selected “both”, use the data from the science exam of your choice.

15. How does your district’s most recent Annual Regent Examination proficiency rates compare to the statewide average? **Select one response per row.**

Guidance: Review the data for the science exam selected in your response to question 13. If you selected “both”, use the data from the science exam of your choice.

Data Tip: In your Regents Exams report, the chart for each exam will show the statewide average in blue. The exam-specific tables provide an overview of your district’s proficiency rates by student subgroup.

Student Subgroup & Examination	10 or more points above statewide average	Somewhat above statewide average	At statewide average (+/- 2 points)	Somewhat below statewide average	10 or more points below statewide average	Not applicable
ELA All students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA Economically disadvantaged students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ELA Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALGEBRA I All students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALGEBRA I Economically disadvantaged students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALGEBRA I English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALGEBRA I Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE All students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE Economically disadvantaged students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How does the most recent Annual Regents Examination proficiency rates compare among certain student subgroups in your district? **Select one response per row.**

Guidance: Review the data for the science exam selected in your response to question 13. If you selected “both”, use the data from the science exam of your choice.

Student Subgroup & Examination	Significant gap (10 or more points)	Moderate gap (between 2 and 10)	No or minor gap (0 to 2 points)	Not applicable
ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Economically disadvantaged students compared to their non-economically disadvantaged peers				
ELA English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALGEBRA I Economically disadvantaged students compared to their non-economically disadvantaged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALGEBRA I English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALGEBRA I Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE Economically disadvantaged students compared to their non-economically disadvantaged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. What was your district’s **ELA** proficiency rate for all students tested in SY 18-19? ____

*Data Tip: You can find school report card data from previous reporting years in the **Archive** page of your district’s profile. Access the **Archives** using the left-hand navigation menu or from the main page of your district’s profile. From there, you can select and build reports for different years, following the same guidance and tips used for the most recent year.*

18. What was your district’s **Algebra I** proficiency rate for all students tested in SY 18-19? ____

19. What was your district’s **Science** proficiency rate for all students tested in SY 18-19? ____

Guidance: Enter the proficiency rate for the science exam selected in your response to question 13. If you selected “both”, use the data from the science exam of your choice.

20. For certain student subgroups in your district, what change has there been in how their proficiency rates compare with their peers since SY 18-19? **Select one response per row.**

Guidance: Refer to your response to question 16.

Student Subgroup & Examination	Gap is increasing	No change	Gap is decreasing	Not applicable
ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Economically disadvantaged students compared to their non-economically disadvantaged peers				
ELA English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALGEBRA I Economically disadvantaged students compared to their non-economically disadvantaged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALGEBRA I English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALGEBRA I Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE Economically disadvantaged students compared to their non-economically disadvantaged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENCE Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. What was your district’s **ELA** proficiency rate for all students tested in SY 15-16? ____

Data Tip: The 2015-16 report card is a little different from more recent years. Add the percentage of students scoring at Level 3 + Level 4 + Level 5 to get the proficiency rate (“proficient” is level 3 and above).

22. What was your district’s **Algebra I** proficiency rate for all students tested in SY 15-16? ____

23. What was your district’s **Science** proficiency rate for all students tested in SY 15-16? ____

Guidance: Enter the proficiency rate for the science exam selected in your response to question 13. If you selected “both”, use the data from the science exam of your choice.

24. What is the trend for Annual Regents Examination proficiency rates for all students tested in your district (since SY 15-16)? **Select one response per row.**

Guidance: Refer to your responses to questions #11-14 (most recent), #17-19 (SY 18-19), and #21-23 (SY 15-16).

Examination	Steadily increasing	No net change	Steadily decreasing	Fluctuating
ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Algebra I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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High School Graduation Rate

GUIDANCE: How to Find High School Graduation Rates

Navigate to your district’s profile on [NYSED’s Data Site](#), then select “High School Graduation Rate.” This will bring you to a page with data for the most recent reporting year.

25. What is your district’s most recent 4-year graduation rate for all students? _____

Data Tip: On the High School Graduation Rate page, the chart will show your district’s 4-year graduation rate (August) in yellow.

26. How does your district’s most recent 4-year graduation rate compare to the statewide average? **Select one response per row.**

Data Tip: On the High School Graduation Rate page, the chart will show the statewide average in blue. The table provides an overview of your district’s 4-year graduation rate (August) by student subgroup.

Student Subgroup	10 or more points above statewide average	Somewhat above statewide average	At statewide average (+/- 2 points)	Somewhat below statewide average	10 or more points below statewide average	Not applicable
All students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economically disadvantaged students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language learners (ELLs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. How does the most recent 4-year graduation rate compare among certain student subgroups in your district? **Select one response per row.**

Student Subgroup	Significant gap (10 or more points)	Moderate gap (between 2 and 10)	No or minor gap (0 to 2 points)	Not applicable
Economically disadvantaged students compared to their non-economically disadvantaged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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28. What was your district’s 4-year graduation rate for all students in SY 18-19? ____

*Data Tip: You can find high school graduation rate data from previous reporting years in the **Archive** page of your district’s profile. Access the **Archives** using the left-hand navigation menu or from the main page of your district’s profile. From there, you can select reports for different years, following the same guidance and tips used for the most recent year.*

29. For certain student subgroups in your district, what change has there been in how their 4-year graduation rate compares with their peers since SY 18-19? **Select one response per row.**

Student Subgroup	Gap is increasing	No change	Gap is decreasing	Not applicable
Economically disadvantaged students compared to their non-economically disadvantaged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language learners compared to non-ELLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with disabilities compared to general education students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. What was your district’s 4-year graduation rate for all students in SY 14-15? ____

31. What is the 10-year trend for 4-year graduation rate for all students in your district (since SY 14-15)?

Guidance: Refer to your responses to questions 25, 28, and 30.

- Steadily increasing
- No net change
- Steadily decreasing
- Fluctuating

Endorsements, Seals, and Postsecondary Pathways

GUIDANCE: How to Find Data on Seals and Endorsements

You can find some data on seals and endorsements in the “[SIRS-308 Annual Graduation Report](#),” which shows the types of credentials attained by graduates. This report is in the Level 2 Reports (L2RPT) from the Student Information Repository System (SIRS), generated in Cognos and hosted by your Regional Information Center (RIC). For information on accessing your district’s L2RPT reports, see the steps and support resources on NYSED’s Information and Reporting Services’ [Level 2 Report Resources webpage](#).

Contact your RIC’s **L2RPT-specific support contact** for assistance if you have technical difficulty or are unsure of how to access your district’s reports. (See our data warehouse systems support [contacts listing](#) for assistance in locating your L2RPT-specific support contact.)

32. What does the awarding of **endorsements and seals** look like in your district? **Select one response per row.**

*Data Tip: The data in the SIRS-308 report is for **type of credential**. Therefore, there is likely more than one column/number that reflects the awarding of any of the endorsements or seals in your district. For example, “Regents Diploma with Honors” and “Regents Diploma with Advanced Designation with Honors” are reported separately, but both numbers (and others) should be considered when reviewing how many students in your district received an honors endorsement.*

Endorsement/Seal	A majority of our students received this in SY 23-24.	About 25-50% of our students received this in SY 23-24.	A small percentage of our students received this in SY 23-24.	None of our students received this in SY 23-24.	Not applicable. Our district does not award this.
Honors Endorsement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mastery Endorsement in Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mastery Endorsement in Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Endorsement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seal of Biliteracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seal of Civic Readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Seal and/or Endorsement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Is the percentage of students awarded endorsements and seals in your district consistent with prior years? *Select one response per row.*

Endorsement/Seal	Yes, the percentage is consistent.	No, the percentage is higher.	No, the percentage is lower.	Not applicable. Our district does not award this.
Honors Endorsement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mastery Endorsement in Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mastery Endorsement in Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Endorsement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seal of Biliteracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seal of Civic Readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Seal and/or Endorsement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ACADEMIC COURSES AND PROGRAMS

Advanced Placement (AP) and International Baccalaureate (IB) Course Offerings

GUIDANCE: How to Find AP and IB Course Data

Navigate to your district's profile on [NYSED's Data Site](#), then select "AP & IB Report." This will bring you to a page with data for the most recent reporting year.

34. Is your district offering any AP and/or IB courses at the high school level this year (SY 24-25)?

- Yes (skip to question b)
- No

a. Has your district offered any AP and/or IB courses in recent years (since SY 18-19)?

- Yes (skip to CTE Programming)
- No (skip to CTE Programming)

***Data Tip:** You can find AP and IB data from previous reporting years in the **Archive** page of your district's profile. Access the **Archives** using the left-hand navigation menu or from the main page of your district's profile. From there, you can select reports for different years, following the same guidance and tips used for the most recent year.*

b. How are AP and/or IB courses offered in your district this year (SY 24-25)?

- All within the district (face-to-face).
- All through virtual or distance learning.
- Through a combination of face-to-face and virtual/distance learning modalities.

c. How is your district's most recent student enrollment in AP and/or IB courses?

- A majority of our students enroll in AP and/or IB courses.
- About 25-50% of our students enroll in AP and/or IB courses.
- A small percentage of our students enroll in AP and/or IB courses.

***Data Tip:** On the AP & IB Report page, the "Course Participation" tables will show the percentage of students participating in each AP/IB course by grade level in the columns labeled "% of Total Grade Level Subgroup."*

d. Is your district's student enrollment in AP and/or IB courses consistent with prior years?

- Yes
- No, it's higher.
- No, it's lower.

***Data Tip:** You can find AP and IB data from previous reporting years in the **Archive** page of your district's profile. Access the **Archives** using the left-hand navigation menu or from the main page of your district's profile. From there, you can select reports for different years, following the same guidance and tips used for the most recent year.*

e. How many AP and/or IB courses did your district offer in the most recent school year? _____

f. How many AP and/or IB courses did your district offer in SY 18-19? _____

g. What is the recent trend for the number of AP and/or IB courses offered in your district (since SY 18-19)?

- Quickly increasing
- Steadily increasing
- No change
- Steadily decreasing
- Quickly decreasing

Career & Technical Education (CTE) Programming

GUIDANCE: How to Find Data on CTE Programming

You can find some data on CTE programming since SY 19-20 in the “SIRS-305 Career and Technical Education Report.” (See [SIRS-306](#) reports for SY 18-19 and prior, though note some changes have been made.) This report is in the Level 2 Reports (L2RPT) from the Student Information Repository System (SIRS), generated in Cognos and hosted by your Regional Information Center (RIC). For information on accessing your district’s L2RPT reports, see the steps and support resources on NYSED’s Information and Reporting Services’ [Level 2 Report Resources webpage](#).

Contact your RIC’s **L2RPT-specific support contact** for assistance if you have technical difficulty or are unsure of how to access your district’s reports. (See our data warehouse systems support [contacts listing](#) for assistance in locating your L2RPT-specific support contact.)

35. Is your district offering any CTE programs for college credit and/or industry certification this year (SY 24-25)?
- Yes (skip to question b)
 - No
- a. Has your district offered any CTE programs in recent years (since SY 18-19)?
- Yes (skip to Other Courses/Programs)
 - No (skip to Other Courses/Programs)
- b. How are CTE programs offered in your district this year (SY 24-25)?
- All within the district.
 - All through BOCES.
 - Some within district and some through BOCES.
- c. How is your district’s most recent student enrollment in CTE programs?
- A majority of our students enroll in CTE programs.
 - About 25-50% of our students enroll in CTE programs.
 - A small percentage of our students enroll in CTE programs.
- d. Is your district’s student enrollment in CTE programs consistent with prior years?
- Yes
 - No, it’s higher.
 - No, it’s lower.
- e. How many CTE programs did your district offer in the most recent school year? _____
- f. How many CTE programs did your district offer in SY 18-19? _____
- g. What is the recent trend for the number of CTE programs offered in your district (since SY 18-19)?
- Quickly increasing
 - Steadily increasing
 - No change
 - Steadily decreasing
 - Quickly decreasing

Other Courses/Programs for College Credit

36. Besides AP, IB, and CTE programming, is your district offering any other dual enrollment, early college, or courses for college credit this year (SY 24-25), such as through a college partnership or PTECH?

- Yes (skip to question b)
 - No
- a. Has your district offered these types of courses/programs in recent years (since SY 18-19)?
- Yes (skip to Elements of the Portrait of a Graduate)
 - No (skip to Elements of the Portrait of a Graduate)
- b. How are these types of courses/programs offered in your district this year (SY 24-25)?
- All within the district (face-to-face).
 - All off-site (BOCES, college campus, etc.).
 - All through virtual or distance learning.
 - Through a combination of face-to-face and virtual/distance learning modalities.
- c. How is your district’s most recent student enrollment in these types of courses/programs?
- A majority of our students enroll in these courses/programs.
 - About 25-50% of our students enroll in these courses/programs.
 - A small percentage of our students enroll in these courses/programs.
- d. Is your district’s student enrollment in these types of courses/programs consistent with prior years?
- Yes
 - No, it’s higher.
 - No, it’s lower.
- e. How many of these types of courses/programs did your district offer in the most recent school year?

- f. How many of these types of courses/programs did your district offer in SY 18-19? _____
- g. What is the recent trend for the number of these types of courses/programs offered in your district (since SY 18-19)?
- Quickly increasing
 - Steadily increasing
 - No change
 - Steadily decreasing
 - Quickly decreasing

ELEMENTS OF THE PORTRAIT OF A GRADUATE

A “Portrait of a Graduate” is a set of high-level skills, knowledge areas, and competencies that holistically reflect successful outcomes of P-12 education. In November 2023, the Blue Ribbon Commission on Graduation Measures presented its [recommendations](#) for what a New York State diploma should signify, including a proposed Portrait of a Graduate of which NYSED recommended adoption of in June 2024 (see [presentation slide #5](#)). Regionalization efforts, in part, aim to improve student opportunities with the goal of ensuring that each student can meet the vision of a high school graduate portrayed in the proposed Portrait.

For each element of the proposed New York State Portrait of a Graduate, briefly list the academic courses or programs your district offers that you believe do the most to build your students’ skills and competencies in that element.

37. Critical Thinker: _____

38. Innovative Problem Solver: _____

39. Literate Across the Content Areas: _____

40. Cultural Competence: _____

41. Social-Emotional Competence: _____

42. Effective Communicator: _____

43. Global Citizen: _____

B. Reflection

Reflect on your district's "academic inventory" when responding to the following prompts.

1. **Strengths & Celebrations.** Describe the strengths you see in your district's academic inventory. In which areas are you proud of your district's trends and accomplishments? Why do you consider these strengths? *

2. **Gaps & Challenges.** Describe the gaps or areas for improvement you see in your district's academic inventory. What challenges do you face in this domain? What are some leading factors behind these gaps and challenges? *

3. **Progress & Prospects.** Describe the progress your district is making in enhancing existing and/or introducing new opportunities for your students in this domain. What is your district already working on? *

C. Vision

When responding to the following prompts, consider your district's academic inventory and reflection as well as your school community's values and vision for providing students with the best educational experience.

1. **Goals.** Describe your district and local community's broader, long-term aims for opportunities for students in the academic domain. What would success look like in your district? *

2. **Priorities.** What do you see as your district's priorities in the academic domain? What areas does your district and local community believe are most important to invest in improving, expanding, and/or enhancing opportunities for students? How do your academic priorities align with and advance the goals and aims described above? *

3. **Support Needs.** Describe what your district thinks it would take to achieve your vision for opportunities for students in the academic domain in your local context. What supports, partnerships, and/or resources would your district need to make progress toward your academic priorities? *

Social/Cultural Domain

A. Inventory

The following questions will guide you through a simple collection and review of social/cultural opportunities and student and community engagement in your district. It is not meant to be a comprehensive inventory of all things “social/cultural” but rather a review of certain data sets to spur your thinking on your students’ access to opportunities and services. You will need to refer to data on your district on [NYSED’s Data Site](#) as well as some of your district’s internal records.

STUDENT ATTENDANCE AND ENGAGEMENT

Attendance

GUIDANCE: How to Find Student Attendance and Suspension Rates

Navigate to your district’s profile on [NYSED’s Data Site](#), then select “**Student and Educator Report.**” This will bring you to a page with data for the most recent reporting year.

1. What is your district’s most recent **attendance rate** for all students? _____
2. What is your district’s most recent **suspension rate** for all students? _____

GUIDANCE: How to Build a Chronic Absenteeism Data Report

Navigate to your district’s profile on [NYSED’s Data Site](#), then select “**School Report Card.**” This will bring you to a page where you can select what data you would like to see for the most recent reporting year. Scroll down to “Elementary/Middle-Level Indicators” and “Secondary-Level Indicators” and check the boxes under both for:

- ✓ **Chronic Absenteeism**

Then click “**Build Report**” in the upper right corner of the box.

3. What is your district’s most recent **chronic absenteeism rate** for elementary/middle school students?

4. What is your district’s most recent **chronic absenteeism rate** for secondary school students? _____
5. How does your district’s most recent chronic absenteeism rate for all students compare among certain student subgroups within your district? **Select one response per row.**

Guidance: Refer to your responses to questions #3 (for all elementary/middle school students) and #4 (for secondary school students).

Student Subgroup & Grade Level	10 or more points above rate for all students	Somewhat above rate for all students	At rate for all students (+/- 2 points)	Somewhat below rate for all students	10 or more points below rate for all students	Not applicable
ELEM/MIDDLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Economically disadvantaged students						
ELEM/MIDDLE English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELEM/MIDDLE Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SECONDARY Economically disadvantaged students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SECONDARY English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SECONDARY Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How does your district’s most recent attendance, suspension, and chronic absenteeism rates compare to the statewide average? **Select one response per row.**

Guidance: Refer to your responses to questions #1-4.

Data Tip: You can find statewide data on the main page of NYSED’s Data Site. Navigate to “NY State Data” from your district’s profile by clicking “New York State” or the “data.nysed.gov” logo in the upper left-hand corner. From there, you can select and build reports for the current year, using the same guidance and tips for finding your district-specific data.

Rate	10 or more points above statewide average	Somewhat above statewide average	At statewide average (+/- 2 points)	Somewhat below statewide average	10 or more points below statewide average
Attendance Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspension Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary/Middle Chronic Absenteeism Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Chronic Absenteeism Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What was your district’s **attendance rate** for all students in SY 18-19? _____

*Data Tip: You can find student and educator data and school report cards from previous reporting years in the **Archive** page of your district’s profile. Access the **Archives** using the left-hand navigation menu or from the main page of your district’s profile. From there, you can select and build reports for different years, following the same guidance and tips used for the most recent year.*

8. What was your district’s **suspension rate** for all students in SY 18-19? _____

9. What was your district’s **chronic absenteeism rate** for elementary/middle school students in SY 18-19? _____

10. What was your district’s **chronic absenteeism rate** for secondary school students in SY 18-19? _____

11. What is the current trend for attendance, suspension, and chronic absenteeism rates for all students in your district (since SY 18-19)? **Select one response per row.**

Guidance: Refer to your responses to questions #1-4 (most recent) and #7-10 (SY 18-19).

Rate	Quickly increasing	Steadily increasing	No change	Steadily decreasing	Quickly decreasing
Attendance Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspension Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elem/Middle Chronic Absenteeism Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Chronic Absenteeism Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Culture & Educational Experience

12. Reflecting on your district’s offerings and core values, what are some types of **in-school** educational experiences and supports you’re currently focused on providing, to build/ensure a positive learning environment and school culture for students? **Select one response per row.**

<u>In-School Educational Experience/Support</u>	High focus in our district.	Moderate focus in our district.	Limited focus in our district.	Not a current focus in our district.
Hands-on/project-based learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts and music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-grade projects/events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-led and/or student-designed events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showcases of student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advisory groups / teacher mentors for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How is your district’s student engagement in the in-school educational experiences and supports that you currently place a **high focus** on providing, as indicated in your response to the previous question?

- A majority of our students engage in these experiences.
- About 25-50% of our students engage in these experiences.
- A small percentage of our students engage in these experiences.
- Our students’ engagement in these experiences varies.
- Not applicable; none of the experiences listed are a high focus in our district.

14. List other/additional in-school educational experiences and supports your district is currently placing a high focus on providing to build/ensure a positive learning environment and school culture for students. How is student engagement in these experiences? (optional) _____

15. Reflecting on your district’s offerings and core values, what are some types of **out-of-school** educational experiences and opportunities you’re currently focused on providing, to build/ensure a positive school culture for students? *Select one response per row.*

<u>Out-of-School Educational Experience/Opportunity</u>	High focus in our district.	Moderate focus in our district.	Limited focus in our district.	Not a current focus in our district.
Field Trips – Museums/cultural centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field Trips – Law/government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field Trips – Business/industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field Trips – Environmental/nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learning / community projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships / apprenticeships / work-based learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How is your district’s student engagement in the out-of-school educational experiences and opportunities that you currently place a **high focus** on providing, as indicated in your response to the previous question?

- A majority of our students engage in these experiences.
- About 25-50% of our students engage in these experiences.
- A small percentage of our students engage in these experiences.
- Our students’ engagement in these experiences varies.

- Not applicable; none of the experiences listed are a high focus in our district.

17. List other/additional out-of-school educational experiences and opportunities your district is currently placing a high focus on providing to build/ensure a positive school culture for students. How is your district’s student engagement in these experiences? (optional) _____

ELECTIVES, EXTRACURRICULARS, AND COMMUNITY SERVICE

Electives

18. What types of electives do your students have access to this year (SY 24-25)? Are they provided by your district or shared services? *Select one response per row.*

Elective Category	Yes, our students have access to this elective <i>provided by our district.</i>	Yes, our students have access to this elective <i>shared with other district(s).</i>	No, our students do not have access to this elective this year.
Agriculture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts (Visual and/or Media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building Sciences / Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business and Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Science / Information Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family and Consumer Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music and Theater/ Performing Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World Languages (other than French or Spanish)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Is the number of electives your district is offering this year (SY 24-25) consistent with prior years?

- Yes
- No, it’s higher.
- No, it’s lower.

20. List other/additional electives your students have access to this year (SY 24-25). Are they provided by your district or shared services? (optional) _____

Data Tip: Consider other language and writing electives (e.g., contemporary literature, film, debate, poetry, etc.), other math electives (e.g., probability and statistics, quantitative literacy, etc.), other science electives (e.g., astronomy, botany, forensic sciences, etc.), and other social studies electives (e.g., African studies, women’s studies, religion, etc.).

Extracurricular Activities

21. What types of extracurricular activities do your students have access to this year (SY 24-25)? Are they provided by your district or shared services? **Select one response per row.**

Extracurricular Activity	Yes, our students have access to this activity <i>provided by our district.</i>	Yes, our students have access to this activity <i>shared with other district(s).</i>	No, our students do not have access to this activity this year.
Athletics – Baseball/Softball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Basketball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Cheerleading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Football	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Golf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Lacrosse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Swimming/Diving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Tennis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Track & Field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Volleyball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Wrestling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics – Other (including E-sports)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Band / Orchestra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
“Big Buddy”-type programs (older students working with younger students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debate Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drama Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extended school day / afterschool enrichment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language Clubs (French, Spanish, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robotics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer enrichment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Is the number of extracurricular activities your district is offering this year (SY 24-25) consistent with prior years?

- Yes
- No, it's higher.
- No, it's lower.

23. List other/additional extracurricular activities your students have access to this year (SY 24-25). Are they provided by your district or shared services? (optional) _____

Data Tip: Consider other athletics/sports, other afterschool programming, and other language and writing, math, science, social studies, physical education, and vocational education clubs or activities.

Student Leadership & Community Service

24. What types of student leadership and/or community service opportunities do your students have access to this year (SY 24-25)? Are they provided by your district or shared services? **Select one response per row.**

Opportunity	Yes, our students have access to this opportunity provided by our district.	Yes, our students have access to this opportunity shared with other district(s).	No, our students do not have access to this opportunity this year.
Honor Societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Reserve Officers' Training Corps (JROTC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rotary Youth Leadership Award (RYLA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Ambassadors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Government or Civic Organization (e.g., Student Council)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer Work in the Local Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Is the number of student leadership and community service opportunities your district is offering this year (SY 24-25) consistent with prior years?

- Yes
- No, it's higher.
- No, it's lower.

26. List other/additional student leadership and/or community service opportunities your students have access to this year (SY 24-25). Are they provided by your district or shared services? (optional) _____

SUPPORT SERVICES AND FAMILY/COMMUNITY RESOURCES

Student Support Services (Health & Safety)

27. What types of support services do your students have access to this year (SY 24-25)? Are they provided by your district or shared services? **Select one response per row.**

Service	Yes, our students have access to this service provided by our district.	Yes, our students have access to this service shared with other district(s).	No, our students do not have access to this service this year.
School Counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Nurse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Social Worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-Based Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Resource Officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Is the number of support services your students have access to this year (SY 24-25) consistent with prior years?

- Yes
- No, it's higher.
- No, it's lower.

29. What types of systems and supports are in place in your district to ensure a safe environment for all students? **Select all that apply.**

- Code of Conduct, developed and adopted with input from the school community.
- DEI policies and procedures in place.

- Intentional training of staff around mental health, social-emotional learning, trauma-informed, and restorative practices.
- Intentional training of staff around school safety emergency procedures.
- Measures in place around bullying prevention and prompt response to incidents.
- Mental health supports available.
- Restorative practices in place.
- School Safety Plans in place.
- SEL policies and procedures in place.
- Trauma-informed practices in place.
- Other (if selected, answer question a)

a. What **other** types of systems and supports are in place in your district to ensure a safe environment for all students? _____

School Community Partnerships

30. What types of **local** partnership(s) does your district have this year (SY 24-25), to provide your students with additional opportunities and experiences? How many partnerships does your district have in that sector? **Select one response per row.**

Partnership	Yes, our district has 1-3 partnerships with entities in this sector.	Yes, our district has 4+ partnerships with entities in this sector.	No, our district does not have a partnership in this sector.	Not applicable. This type of partnership is not available in our local community.
Local business/industry (public sector)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local business/industry (private sector)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local government agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local community-based organization / non-profit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local faith-based organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local state college/university (2-year)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local state college/university (4-year)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local private college/university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local library and/or museum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Local banks/ financial institutions	○	○	○	○
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31. Is the number of **local** partnerships your district has this year (SY 24-25) consistent with prior years?
- Yes
 - No, it's higher.
 - No, it's lower.
32. What types of opportunities, experiences, supports, etc., do these local partnerships provide for your students? *Select all that apply.*
- Access to a safe environment for before/after-school programs.
 - Access to academic courses/programs not offered within our district.
 - Access to extracurricular programming not offered within our district.
 - Access to mentorship and/or tutoring services.
 - Access to social or developmental supports not available within our district.
 - Access to technology or related resources.
 - Attainment of college credits or trade/vocational certifications.
 - Attainment of community service learning.
 - Building of meaningful relationships with our local community members.
 - Exposure to career pathways and the workforce through internships, work-based learning, and other similar opportunities.
 - Learning about our local community's history and culture.
 - Other (if selected, answer question a)
- a. What **other** types of opportunities, experiences, supports, etc., do these local partnerships provide for your students? _____

Family/Community Engagement and Supports

GUIDANCE: How to Find Student Enrollment Data for Different Student Subgroups

Navigate to your district's profile on [NYSED's Data Site](#), then select "Enrollment Data." This will bring you to a page with data for the most recent reporting year.

33. What is the most recent number of **English language learners** enrolled in your district? ____
34. What is the most recent number of students in **foster care** enrolled in your district? ____
35. What is the most recent number of **homeless** students enrolled in your district? ____
36. What is the most recent number of **migrant** students enrolled in your district? ____
37. How many **English language learners** were enrolled in your district in SY 18-19? ____

***Data Tip:** You can find enrollment data from previous reporting years in the **Archive** page of your district's profile. Access the **Archives** using the left-hand navigation menu or from the main page of your district's profile. From there, you can select reports for different years, following the same guidance and tips used for the most recent year.*

38. How many students in **foster care** were enrolled in your district in SY 18-19? ____
39. How many **homeless** students were enrolled in your district in SY 18-19? ____
40. How many **migrant** students were enrolled in your district in SY 18-19? ____

41. What is the recent trend for the enrollment of certain student subgroups in your district (since SY 18-19)?
Select one response per row.

Guidance: Refer to your responses to questions #33-36 (most recent) and #37-40 (SY 18-19).

Student Subgroup	Quickly increasing	Steadily increasing	No change	Steadily decreasing	Quickly decreasing
English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in foster care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Migrant students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. In what ways does your district engage families/caregivers and the local community in their student's educational experience? **Select one response per row.**

Engagement Opportunity	Yes, our district offers this on an ongoing basis.	Yes, our district offers this as needed or upon request.	Yes, our district offers this on a regular schedule.	No, our district does not offer this.
Academic Parent Teacher Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Projects with Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Celebration Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Nights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family/Caregiver Advisory Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health and Wellness Fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process for Student Progress Monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Showcases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops, Seminars, Parent Education Sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual/Online Platforms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. How is family/caregiver/community engagement in the opportunities your district offers?

Guidance: Refer to your responses to the previous question.

- A majority of our families/caregivers and community members take advantage of these opportunities.
- About 25-50% of our families/caregivers and community members take advantage of these opportunities.
- A small percentage of our families/caregivers and community members take advantage of these opportunities.
- Our family/caregiver and community members' engagement in these opportunities varies.
- Not applicable; none of the opportunities listed are offered in our district.

44. List other/additional family/caregiver/community opportunities your district provides to engage in students' educational experiences. How is your district's family/caregiver and community engagement in these opportunities? (optional) _____

45. What support(s) does your district provide to families/caregivers and the local community to help them understand student educational experiences in your district? **Select one response per row.**

Support	Yes, our district offers this on an ongoing basis.	Yes, our district offers this as needed or upon request.	Yes, our district offers this on a regular schedule.	No, our district does not offer this.
Accessibility Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Competency Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital Communication Tools / Social Media Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Advocacy Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Engagement Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Literacy Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback Mechanisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home-School Communication Strategies and Guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home Visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreter Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lending Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Multilingual Resources (Translation Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Liaisons / Community Outreach Coordinators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Resource Centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-based Support Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School System Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. How is family/caregiver/community engagement with the support(s) your district offers to understand student educational experiences in your district?

Guidance: Refer to your responses to the previous question.

- A majority of our families/caregivers and community members take advantage of these supports.
- About 25-50% of our families/caregivers and community members take advantage of these supports.
- A small percentage of our families/caregivers and community members take advantage of these supports.
- Our family/caregiver and community members' engagement with these supports varies.
- Not applicable; none of the supports listed are offered in our district.

47. List other/additional family/caregiver/community supports your district provides to help them understand student educational experiences in your district. How is your district's family/caregiver and community engagement with these supports? (optional) _____

B. Reflection

Reflect on your district's "social/cultural inventory" when responding to the following prompts.

1. **Strengths & Celebrations.** Describe the strengths you see in your district's social/cultural inventory. In which areas are you proud of your district's accomplishments? Why do you consider these strengths? *

2. **Gaps & Challenges.** Describe the gaps or areas for improvement you see in your district's social/cultural inventory. What challenges do you face in this domain? What are some leading factors behind these gaps and challenges? *

3. **Progress & Prospects.** Describe the progress your district is making in enhancing existing and/or introducing new opportunities for your students in this domain. What is your district already working on? *

*

C. Vision

When responding to the following prompts, consider your district's social/cultural inventory and reflection as well as your school community's values and vision for providing students with the best educational experience.

1. **Goals.** Describe your district and local community's broader, long-term aims for services and opportunities in the social/cultural domain. What would success look like in your district? *

2. **Priorities.** What do you see as your district's priorities in the social/cultural domain? What areas does your district and local community believe are most important to invest in improving, expanding, and/or enhancing services and opportunities? How do your social/cultural priorities align with and advance the goals and aims described above? *

3. **Support Needs.** Describe what your district thinks it would take to achieve your vision for services and opportunities in the social/cultural domain in your local context. What supports, partnerships, and/or resources would your district need to make progress toward your social/cultural priorities? *

Capacity Domain

A. Inventory

The following questions will guide you through a simple collection and review of human capital, operations, finances, and other logistics in your district. It is not meant to be a comprehensive inventory of all things “capacity” but rather a review of certain data sets to spur your thinking on your district’s capacity. You will need to refer to data on your district on [NYSED’s Data Site](#) and your school district [property tax report cards](#), as well as some of your district’s internal records.

ENROLLMENT AND PERSONNEL

Student Enrollment

GUIDANCE: How to Find and Filter Enrollment Data

Navigate to your district’s profile on [NYSED’s Data Site](#), then select “**Enrollment Data**.” This will bring you to a page that shows enrollment data for your entire district, K-12. At the top of the page, expand the “Filter this data” option (light blue box). In the expanded box, under “Grades”, check the boxes for the grade levels you want to include:

Elementary—

✓ **K (Full Day), 01, 02, 03, 04, 05**

Middle—

✓ **06, 07, 08**

High—

✓ **09, 10, 11, 12**

Then click “**Filter**” in the upper right corner of the box.

1. What is your district’s most recent **total** (K-12) student enrollment? _____
2. What is your district’s most recent **elementary** school (K-5) student enrollment? _____
3. What is your district’s most recent **middle** school (6-8) student enrollment? _____
4. What is your district’s most recent **high** school (9-12) student enrollment? _____
5. What was your district’s **total** (K-12) student enrollment in SY 18-19? _____

***Data Tip:** You can find enrollment data from previous reporting years in the **Archive** page of your district’s profile. Access the **Archives** using the left-hand navigation menu or from the main page of your district’s profile. From there, you can select reports for different years, following the same guidance and tips used for the most recent year.*

6. What was your district’s **elementary** school (K-5) student enrollment in SY 18-19? _____
7. What was your district’s **middle** school (6-8) student enrollment in SY 18-19? _____
8. What was your district’s **high** school (9-12) student enrollment in SY 18-19? _____
9. What was your district’s **total** (K-12) student enrollment in SY 14-15? _____
10. What was your district’s **elementary** school (K-5) student enrollment in SY 14-15? _____
11. What was your district’s **middle** school (6-8) student enrollment in SY 14-15? _____

12. What was your district’s **high** school (9-12) student enrollment in SY 14-15? ____
13. What is your district’s 10-year trend for student enrollment (since SY 14-15)? *Select one response per row.*

Guidance: Refer to your responses to questions #1-4 (most recent), #5-8 (SY 18-19), and #9-12 (SY 14-15).

Grade Level	Quickly increasing	Steadily increasing	No change	Steadily decreasing	Quickly decreasing
Total (K-12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary (K-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle (6-8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High (9-12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher/Leader Experience and Retention

GUIDANCE: How to Build a Staff Qualification Report

Navigate to your district’s profile on [NYS ED’s Data Site](#), then select “**School Report Card.**” This will bring you to a page where you can select what data you would like to see for the most recent reporting year. Scroll down to “School, Staff, Graduation, and Postsecondary Enrollment Rate Data” and check the box for:

- Staff Qualifications**

Then click “**Build Report**” in the upper right corner of the box.

14. What is your district’s most recent percentage of inexperienced **principals** (i.e., principals with fewer than 4 years of experience)? ____
15. What is your district’s most recent percentage of inexperienced **teachers** (i.e., teachers with fewer than 4 years of experience)? ____
16. What is your district’s most recent percentage of teachers **teaching out of their subject** or field of certification? ____
17. How does your district’s most recent staff qualifications compare to the statewide average? *Select one response per row.*

Educator Subgroup	10 or more points above statewide average	Somewhat above statewide average	At statewide average (+/- 2 points)	Somewhat below statewide average	10 or more points below statewide average
Inexperienced Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inexperienced Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers Teaching out of Subject/ Certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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18. What was your district’s percentage of inexperienced **principals** in SY 18-19 (i.e., principals with fewer than 4 years of experience)? _____

*Data Tip: You can find school report card data from previous reporting years in the **Archive** page of your district’s profile. Access the **Archives** using the left-hand navigation menu or from the main page of your district’s profile. From there, you can select and build reports for different years, following the same guidance and tips used for the most recent year.*

19. What was your district’s percentage of inexperienced **teachers** in SY 18-19 (i.e., teachers with fewer than 4 years of experience)? _____

20. What was your district’s percentage of teachers **teaching out of their subject** or field of certification in SY 18-19? _____

21. What is the recent trend in staff qualifications in your district (since SY 18-19)? **Select one response per row.**

Guidance: Refer to your responses to questions #14-16 (most recent) and #18-20 (SY 18-19).

Educator Subgroup	Quickly increasing	Steadily increasing	No change	Steadily decreasing	Quickly decreasing
Inexperienced Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inexperienced Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers Teaching out of Subject/ Certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. How does coverage of core teaching assignment areas by certified teachers look in your district? **Select one response per row.**

Teaching Assignment Area	All teachers are in their field of certification	Most are in their field of certification	About half are in their field of certification	Few are in their field of certification	None are in their field of certification	We do not have a teacher in this area
Arts & Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Technical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Early Childhood/ Childhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESL & Bilingual Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family & Consumer Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health & Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World Languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Which staff position in your district is primarily responsible for CSE meetings and special education compliance this year (SY 24-25)?

- Teacher leader
- School psychologist
- Building principal
- Administrator within district
- Shared administrator with another district or BOCES
- Other (if selected, answer question a)

a. What **other** staff position in your district is primarily responsible for CSE meetings and special education compliance this year (SY 24-25)? _____

24. How consistent has the responsibility for CSE meetings and special education compliance been part of the duties of the position primarily responsible this year (SY 24-25)?

Guidance: Refer to your response to the previous question.

- The responsibility has been part of the duties of this position for 5+ years.

- The responsibility has been part of the duties of this position for 2-4 years.
- The responsibility was formally added to the duties of this position within the last year.
- The responsibility was temporarily added to the duties of this position within the last year.

GUIDANCE: How to Find Teacher Turnover Rates

Navigate to your district’s profile on [NYSED’s Data Site](#), then select “**Student and Educator Report.**” This will bring you to a page with data for the most recent reporting year.

25. What is your district’s most recent turnover rate for **all teachers**? _____
26. What is your district’s most recent turnover rate of teachers with **fewer than 5 years** of experience? _____
27. How does your district’s most recent teacher turnover rates compare to the statewide average? **Select one response per row.**

Data Tip: You can find statewide data on the main page of NYSED’s Data Site. Navigate to “NY State Data” from your district’s profile by clicking “New York State” or the “data.nysed.gov” logo in the upper left-hand corner. From there, you can select and build reports for the current year, using the same guidance and tips for finding your district-specific data.

Teacher Subgroup	10 or more points above statewide average	Somewhat above statewide average	At statewide average (+/- 2 points)	Somewhat below statewide average	10 or more points below statewide average
All teachers	○	○	○	○	○
Teachers with fewer than 5 years of experience	○	○	○	○	○

28. What was your district’s turnover rate for **all teachers** in SY 18-19? _____
- Data Tip: You can find teacher turnover data from previous reporting years in the **Archive** page of your district’s profile. Access the **Archives** using the left-hand navigation menu or from the main page of your district’s profile. From there, you can select reports for different years, following the same guidance and tips used for the most recent year.*
29. What was your district’s turnover rate of teachers with **fewer than 5 years** of experience in SY 18-19? _____
30. What is the current trend for teacher turnover rates in your district (since SY 18-19)? **Select one response per row.**

Guidance: Refer to your responses to questions #25-26 (most recent) and #28-29 (SY 18-19).

Teacher Subgroup	Quickly increasing	Steadily increasing	No change	Steadily decreasing	Quickly decreasing
All teachers	○	○	○	○	○
Teachers with fewer than 5 years of experience	○	○	○	○	○

TECHNOLOGY, TRANSPORTATION, AND FACILITIES

Technology and Connectivity

31. In what modalities does your district currently provide instruction? *Select one response per row.*

<u>Instructional Modality</u>	A majority of instruction is offered in this modality.	About 25-50% of instruction is offered in this modality.	A small percentage of instruction is offered in this modality.	No instruction is offered in this modality.
Face-to-face (on and/or off-site)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual or distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Combination of modalities (face-to-face, virtual, hybrid, and distance learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Is your district currently fully 1:1?

- Yes
- No, but we're planning to be.
- No

33. What are some ways your district uses technology to support student learning? *Select all that apply.*

- Class materials are available on website(s) and/or through learning management systems.
- Direct instruction is recorded and accessible asynchronously.
- Videos and other visuals are integrated into verbal/written instruction.
- Text-to-speech and/or speech-to-text software is available.
- Assistive technology is available for students with disabilities.
- Translation technology/hardware is available for English language learners.
- Learning games and other interactive software are used to supplement instruction.
- Other (if selected, answer question a)

a. What are **other** ways your district uses technology to support student learning? _____

34. How is connectivity in your district? *Select one response per row.*

<u>Connectivity Element & Rating</u>	A majority of our buildings meet this rating.	About 25-50% of our buildings meet this rating.	A small percentage of our buildings meet this rating.	None of our buildings meet this rating.
BROADBAND ACCESS Excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BROADBAND ACCESS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Adequate				
BROADBAND ACCESS Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wi-Fi ACCESS Excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wi-Fi ACCESS Adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wi-Fi ACCESS Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Busing and Transportation for Students

35. What means of transportation to and from school buildings are available to students in your district? How much of your student population use these as their primary means of transportation? **Select one response per row.**

<u>Means of Transportation to/from School</u>	Yes, a majority of our students use this as primary transportation.	Yes, about 25-50% of our students use this as primary transportation.	Yes, a small percentage of our students use this as primary transportation.	No, this is not available to or used by our students.
District-owned/operated school bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contracted school bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent contracts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public transit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Do students with disabilities in your district have access to a specialized transport vehicle?

- Yes, provided by our district.
- Yes, as a shared service with another district.
- No.

37. Approximately how much time do students in your district spend traveling to or from the school building each day? **Select one response per row.**

<u>Travel Time (one-way)</u>	A majority of our students have this commute.	About 25-50% of our students have this commute.	A small percentage of our students have this commute.	None of our students have this commute.

Under 15 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16-30 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31-45 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46-60 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Over one hour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. How many district-owned and/or contracted school buses provide transportation to students in your district each day? ____

39. Is the number of district-owned and/or contracted school buses your district runs this year (SY 24-25) consistent with prior years?

- Yes
- No, it's higher.
- No, it's lower.

40. Has your district added any new district-owned and/or contracted buses in recent years (since SY 18-19)?

- Yes
- No, but we're planning to.
- No

41. Does your district share any busing with neighboring districts?

- Yes
- No, but we're planning to.
- No

42. What is the overall condition of district-owned school buses in your district? *Select one response per row.*

Condition	A majority of our district's buses are in this condition.	About 25-50% of our district's buses are in this condition.	A small percentage of our district's buses are in this condition.	None of our district's buses are in this condition.	Not applicable. We don't have any district-owned buses.
Excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfactory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unsatisfactory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Buildings

43. How many buildings are in your district? ____

44. Has your district added any new buildings in recent years (since SY 18-19)?

- Yes
- No, but we're planning to.

- No

45. Has your district closed any buildings in recent years (since SY 18-19)?

- Yes
- No, but we're planning to.
- No

46. How many of the buildings in your district are used for student instructional purposes? _____

Data Tip: You may find information on the questions in this section by referring to your district's most recent building condition surveys and/or fire safety inspections.

47. How many buildings in your district meet all standards and requirements in the areas listed? **Select one response per row.**

<u>Standards/ Requirements Area</u>	A majority of our buildings meet these.	About 25-50% of our buildings meet these.	A small percentage of our buildings meet these.	None of our buildings meet these.
Accessibility	○	○	○	○
Fire safety	○	○	○	○
Security	○	○	○	○
Capacity	○	○	○	○

48. In what type(s) of spaces are students in your district receiving instruction this year (SY 24-25)? **Select one response per row.**

<u>Type of Space</u>	A majority of instruction is being received in this space.	About 25-50% of instruction is being received in this space.	A small percentage of instruction is being received in this space.	No instruction is being received in this space.
Permanent instructional spaces	○	○	○	○
Temporary instructional spaces	○	○	○	○
Non-instructional spaces	○	○	○	○

49. What is the overall condition of buildings in your district, based on their most recent inspections? **Select one response per row.**

<u>Condition</u>	A majority of our buildings are in this condition.	About 25-50% of our buildings are in this condition.	A small percentage of our buildings are in this condition.	None of our buildings are in this condition.
	○	○	○	○

Excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfactory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unsatisfactory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. What is the overall status of buildings in your district for comfort, environment, and health? *Select one response per row.*

Area & Rating	A majority of our buildings meet this rating.	About 25-50% of our buildings meet this rating.	A small percentage of our buildings meet this rating.	None of our buildings meet this rating.
SPACE ADEQUACY Good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPACE ADEQUACY Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPACE ADEQUACY Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GENERAL APPEARANCE Good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GENERAL APPEARANCE Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GENERAL APPEARANCE Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLEANLINESS Good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLEANLINESS Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLEANLINESS Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BUDGET AND FINANCES

Expenditures

GUIDANCE: How to Build an Expenditures Per Pupil Report

Navigate to your district's profile on [NYSED's Data Site](#), then select "School Report Card." This will bring you to a page where you can select what data you would like to see for the most recent reporting year. Scroll down to "School, Staff, Graduation, and Postsecondary Enrollment Rate Data" and check the box for:

✓ **Expenditures per Pupil**

Then click “**Build Report**” in the upper right corner of the box.

*Note: For expenditure per pupil data prior to SY 19-20, click on the “**Fiscal Supplement**” report (not the School Report Card). This will take you to a page that shows the total per pupil expenditures for the year selected.*

51. What is your district’s most recent **total** expenditures per pupil? ____
52. What is your district’s most recent **federal** expenditures per pupil? ____
53. What is your district’s most recent **state/local** expenditures per pupil? ____
54. How does your district’s most recent per pupil expenditures compare to the statewide average? **Select one response per row.**

Guidance: Refer to your responses to questions #51-53.

Per Pupil Expenditure	\$5,000 or more above statewide average	Somewhat above statewide average	At statewide average (+/- \$1,000)	Somewhat below statewide average	\$5,000 or more below statewide average
Total	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State/local	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. What was your district’s **total** expenditures per pupil in SY 18-19? ____

*Data Tip: You can find per pupil expenditure data from previous reporting years in the **Archive** page of your district’s profile under “**Fiscal Supplement**.” Access the **Archives** using the left-hand navigation menu or from the main page of your district’s profile. From there, you can select **Fiscal Supplement** reports for different years.*

56. What was your district’s **total** expenditures per pupil in SY 14-15? ____
57. What is the 10-year trend for total expenditures per pupil in your district (since SY 14-15)?

Guidance: Refer to your responses to questions #51 (most recent), #55 (SY 18-19), and #56 (SY 14-15).

- Steadily increasing
- No net change
- Steadily decreasing
- Fluctuating

GUIDANCE: How to Find Financial Data

Navigate to your district’s profile on [NYS ED’s Data Site](#), then select “**Financial Transparency Report**.” This will bring you to a page with data for the most recent reporting year.

58. What is your district’s most recent **total school level** expenditures? ____
59. What is your district’s most recent **total central costs**? ____
60. What is your district’s most recent **percent of excluded expenditures**? ____

61. What was your district’s **total school level** expenditures in SY 19-20? _____

*Data Tip: You can find financial transparency report data from previous reporting years in the **Archive** page of your district’s profile. Access the **Archives** using the left-hand navigation menu or from the main page of your district’s profile. From there, you can select and build reports for different years, following the same guidance and tips used for the most recent year.*

62. What was your district’s **total central costs** in SY 19-20? _____

63. What was your district’s **percent of excluded expenditures** in SY 19-20? _____

64. What are the current expenditure trends for your district (since SY 19-20)? **Select one response per row.**

Guidance: Refer to your responses to questions #58-60 (most recent) and #61-63 (SY 19-20).

Category	Quickly increasing	Steadily increasing	No change	Steadily decreasing	Quickly decreasing
Total School Level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total Central Costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Percent Excluded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

65. How does your district’s most recent economic characteristics compare to the statewide average? How did your district’s economic characteristics compare to the statewide average in SY 19-20? **Select one response per row.**

Characteristic	Significantly more/higher than statewide average	Moderately more/higher than statewide average	Moderately less/lower than statewide average	Significantly less/lower than statewide average
Most recent district ability to raise local funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SY 19-20 district ability to raise local funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most recent district student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SY 19-20 district student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Budget and Aid

66. How have your district’s **budgets** fared over the last 10 years (since SY 14-15)?

- A majority have passed.
- About half have passed.
- A small number have passed.
- None have passed.

67. Is your district on **save harmless** for this year (SY 24-25)?

- Yes
- No

GUIDANCE: How to Find School District Fiscal Profiles

You can find your district’s fiscal profile on NYSED’s website at this [link](#). The downloadable Excel [data file](#) linked at the top of the page contains data on your district’s revenue, state aid, and combined wealth ratio, among other fiscal data elements, for the most recent reporting year and all years prior (dating back to SY 93-94).

Download the data file, then filter column B (“Name”) for your district’s name using the arrow to the right of the column’s name. Once you click the arrow, you can simply type the name of your district into the search box then hit “enter” on your keyboard to filter the results.

68. What was your district’s **total revenue** in the most recent reporting year? _____

Data Tip: See column K “Total Revenue” in the fiscal profile data file.

69. Was your district’s most recent **total revenue** consistent with prior years?

- Yes
- No, it was higher.
- No, it was lower.

70. What was your district’s **state aid** in the most recent reporting year? _____

Data Tip: See column F “State Aid” in the fiscal profile data file.

71. Was your district’s most recent **state aid** consistent with prior years?

- Yes
- No, it’s higher.
- No, it’s lower.

72. What was your district’s **combined wealth ratio** (CWR) in the most recent reporting year? _____

Data Tip: See column AV “Combined Wealth Ratio” in the fiscal profile data file.

73. Was your district’s most recent **CWR** consistent with prior years?

- Yes
- No, it’s higher.
- No, it’s lower.

GUIDANCE: How to Find Property Tax Report Cards

You can find your district’s property tax report cards on NYSED’s website at this [link](#). If you scroll to the bottom of the page, you will find a list of report cards in spreadsheet-format for the most recent year as well as previous years.

Download the data file for the selected school year. For [SY 24-25](#), you can filter column B (“District Name”) for your district’s name using the arrow to the right of the column’s name. Once you click the arrow, you can simply type the name of your district into the search box then hit “enter” on your keyboard to filter the results.

For [SY 18-19](#) and [SY 14-15](#), search for the name of your district in column B. One way to do this is to highlight column B, then select “Ctrl + F” on your keyboard and type the name of your district in the pop-up box.

74. What is your district’s **total proposed spending** for this year (SY 24-25)? _____

Data Tip: See column C “Total Proposed Spending 2024-25” in the property tax report card.

75. What was your district’s **spending percent change** from last year (SY 23-24)? _____

Data Tip: See column E “Spending Percent Change” in the property tax report card.

76. What is your district’s **tax levy** for this year (SY 24-25)? _____

Data Tip: See column O “Total Proposed Tax Levy” in the property tax report card.

77. What was your district’s **tax levy percent change** from last year (SY 23-24)? _____

Data Tip: See column P “Proposed Tax Levy Percent Change” in the property tax report card.

78. What was your district’s **total proposed spending** for SY 18-19? _____

Data Tip: For SY 18-19, this is found in column D of the property tax report card.

79. What was your district’s **spending percent change** from SY 17-18 to SY 18-19? _____

80. What was your district’s **tax levy** for SY 18-19? _____

81. What was your district’s **tax levy percent change** from SY 17-18 to SY 18-19? _____

82. What was your district’s **total proposed spending** for SY 14-15? _____

Data Tip: For SY 14-15, this is found in column F of the property tax report card.

83. What was your district’s **spending percent change** from SY 13-14 to SY 14-15? _____

Data Tip: For SY 14-15, this is found in column G of the property tax report card.

84. What was your district’s **tax levy** for SY 14-15? _____

Data Tip: For SY 14-15, this is found in column I of the property tax report card.

85. What was your district’s **tax levy percent change** from SY 13-14 to SY 14-15? _____

Data Tip: For SY 14-15, this is found in column J of the property tax report card.

86. What is the 10-year trend for spending and tax levies in your district (since SY 14-15)? **Select one response per row.**

Guidance: Refer to your responses to questions #74-77 (most recent), #78-81 (SY 18-19), and #82-85 (SY 14-15).

Fiscal Data Element	Steadily increasing	No net change	Steadily decreasing	Fluctuating
Total proposed spending	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending percent change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tax levy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tax levy percent change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Reflection

Reflect on your district's "capacity inventory" when responding to the following prompts.

1. **Strengths & Celebrations.** Describe the strengths you see in your district's capacity inventory. In which areas are you proud of your district's accomplishments? Why do you consider these strengths? *

2. **Gaps & Challenges.** Describe the gaps or areas for improvement you see in your district's capacity inventory. What challenges do you face in this domain? What are some leading factors behind these gaps and challenges? *

3. **Progress & Prospects.** Describe the progress your district is making in enhancing existing and/or introducing new efficiencies for your district in this domain. What is your district already working on? *

C. Vision

Consider your district's capacity inventory and reflection when responding to the following prompts.

1. **Goals.** Describe your district's broader, long-term aims for efficiency in the capacity domain. What would success look like in your district? *

2. **Priorities.** What do you see as your district's priorities in the capacity domain? What areas does your district believe are most important to invest in improving, expanding, and/or enhancing efficiency? How do your capacity priorities align with and advance the goals and aims described above? *

3. **Support Needs.** Describe what your district thinks it would take to achieve your vision for efficiency in the capacity domain in your local context. What supports, partnerships, and/or resources would your district need to make progress toward your capacity priorities? *

Additional Comments & Reflections

1. Overall reflections on your district's strengths, needs, and vision as they relate to creating equitable student opportunities across the domains: (optional)

2. Additional thoughts or ideas that you would like to pose for regional discussion: (optional)

3. Additional academic courses or programs, social/cultural opportunities, and/or operational realities in your district to highlight: (optional)
