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Overall ... as opportunities aligned with elements of the proposed New York State Portrait of a Graduate.

Performance & Postsecondary Pathways





- Consider the proficiency rates of differing student subgroups in your district, for Grades 3-8 assessments and/or annual Regents Examinations. Are there disparities among student subgroups?
- Beyond state assessments, in what ways do educators in your district collect data on student performance (i.e., classroom assessments)? To what extent does your district have a balanced assessment system?

What has your district learned from using multiple measures for assessing student learning?

Academic Courses & Programs

- Reflect on the academic programming your students have access to, including recent trends in offerings. Are there areas of strength and/or gaps in equitable opportunities for your students?

How much is provided by your district? Is this sustainable?

How much is shared with neighboring districts or BOCES? Are such partnerships meeting your district's/students' needs?

- Consider your students' access to academic courses in multiple modalities (virtual, hybrid, distance, or a combination). What is the extent of availability of virtual and/or distance learning options among differing student subgroups in your district? Are there disparities?
- Reflect on the mechanisms for offering advanced coursework and CTE to students in your district. Are there disparities in access to these options among differing student subgroups?

Portrait of a Graduate

- Do students in your district have access to other unique academic programs, courses, or offerings not yet mentioned? In what ways might these opportunities align with elements of the proposed New York State Portrait of Graduate?
- Reflect on the academic offerings in your district. In what ways is your district working toward implementing practices aligned to ongoing statewide initiatives (ideas from the recommendations of the Blue Ribbon Commission on Graduation Measures; best practices around literacy and the Science of Reading; of



- Consider the attendance, suspension, and chronic absenteeism rates for students in your district. Are there disparities among student subgroups?
- In your district, what does it mean to have a “high focus” on providing certain educational experiences to build/ensure a positive learning environment and school culture? What are some key indicators?
- Reflecting on the in-school and out-of-school educational experiences your district provides for students, are the areas of “high focus” the same ones in which you see high levels of student engagement? Does it seem that your district’s values are aligned with your students’ interests?

To what extent, and in what ways, does your district work to support students’ sense of belonging?

- Consider ways your district works to build/ensure a positive school culture for all members of the school community (i.e., not just students, but also teachers, leaders, support staff, etc.). What are key indicators of a positive school culture in your district?

What impact do the experiences, supports, and other offerings your district provides have on their sense of belonging and dedication to your district?

Electives, Extracurriculars, & Community Service

- Consider the electives and extracurricular activities offered by your district. What is the extent of student engagement in these offerings?

- Reflect on the activities, opportunities, and services your students have access to, including recent trends in offerings. Are these areas of strength and/or gaps in opportunities for your students?
How much is provided by your district? Is this sustainable?
How much is shared with neighboring districts or BOCES? Are such partnerships meeting your district's/students' needs?
- Reflect on the enrollment trends for English language learners, students in foster care, homeless students, and migrant students in your district.
How is your district addressing the needs of any shifting student subpopulations in your local community?
- Reflect on the opportunities your district offers to engage families/caregivers and local community members. What impact does this have on school culture and sense of belonging for your students?

Capacity Domain

The capacity domain considers the operational capacity of your district, including size of district, finances, staffing, student enrollment, transportation, technology, and other logistics.

Enrollment & Personnel

- Reflect on your district's student enrollment trends. What impact are these trends having on your district's operational capacity?
Consider staffing capacity, space adequacy, technology infrastructure, transportation capacity, per pupil expenditures, etc.
How is your district's capacity to meet the needs of special student populations enrolled in your district, such as English language learners and students with disabilities?
How do staffing trends compare with student enrollment trends?
- Reflect on student enrollment trends across individual buildings and grade levels in your district. Are there disparities? To what extent, and in what ways, are buildings within your district facing differing capacity challenges and/or strengths?
Consider staffing capacity, space adequacy, technology infrastructure, transportation capacity, per pupil expenditures, etc.
- Consider the teaching staff in your district. What do the data elements reviewed in the inventory suggest about the capacity of teaching staff in your district?
How does the percentage of inexperienced/novice teachers compare/relate to the



Reflect on what