

# Curriculum & Instruction Update: ELA, Mathematics, Graduation Requirements, and Panorama Survey Results

June 3, 2025



# What informs our priorities? The Whole Child

## Data

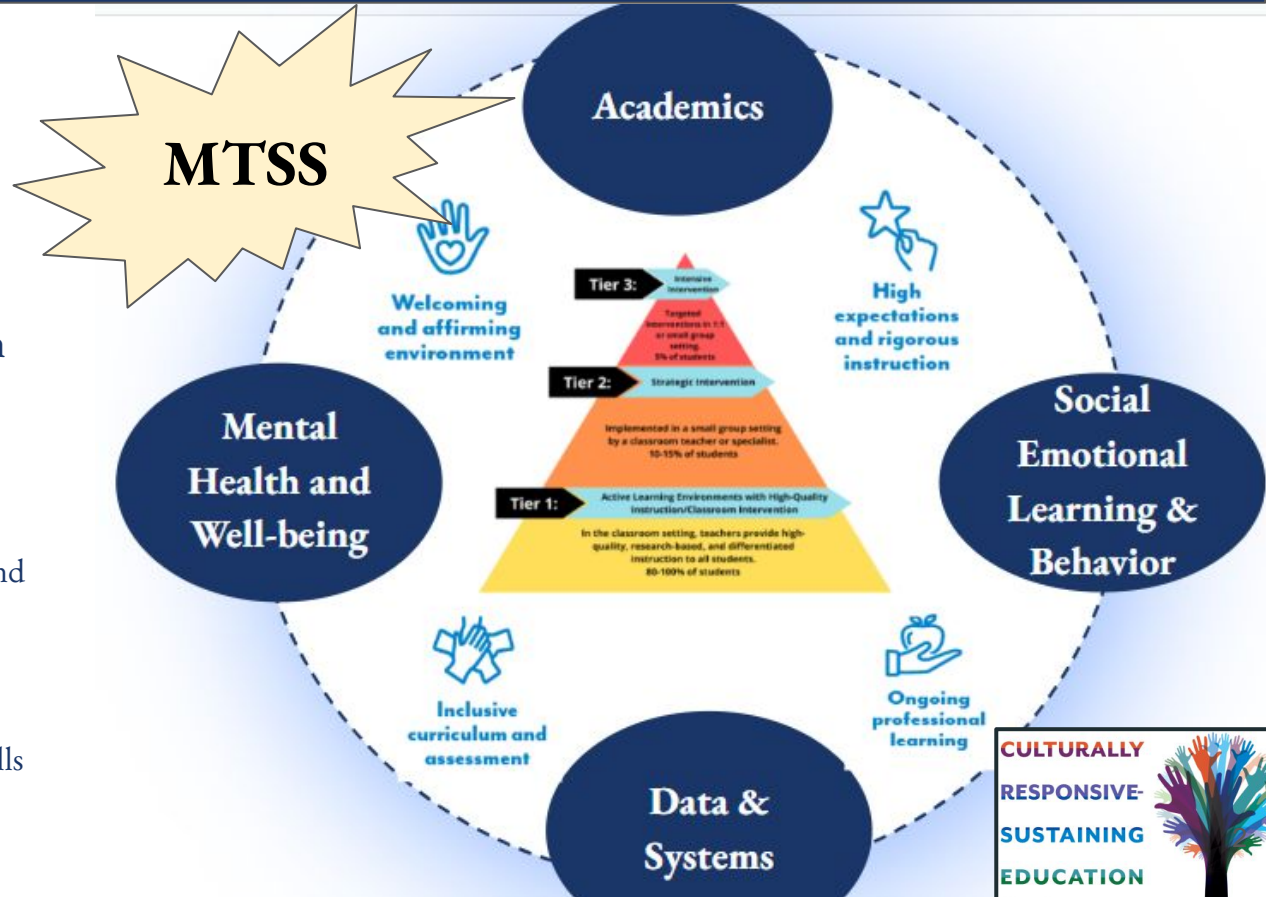
- Assessments
- Panorama
- Observations
- Student, Staff, and Parent Feedback

## Best Practices, Evidence/Research

- Science of Reading, Literacy Briefs
- Numeracy Briefs
- CRSE Framework
- SEL/CASEL Research  
(Collaborative for Academic, Social and Emotional Learning)

## Our Students

- Personal growth and interpersonal skills
- Well-being
- College and Career Readiness





# What's New in State & Local Education?

## State Education

NYSED Numeracy Briefs

NYS STEPS Plan: New York State

Standards-Based Educator Evaluation and Professional Support Plan (EdLaw 3012-e)

New Regents Exams

- 2025 - Earth Science, Living Environment, Geometry
- 2026 - Chemistry, Physics, ELA

New Graduation Requirements (coming)

## Ardsley Schools

Branching Minds - MTSS Data Platform

MTSS Connection and Capacity Fellows

Seal of Biliteracy; Seal of Civic Readiness

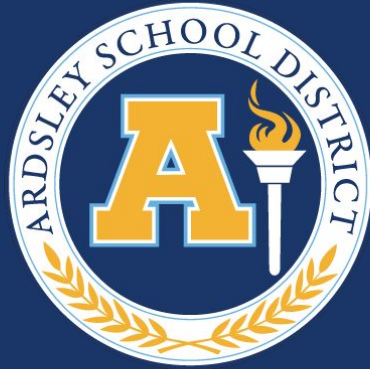
More AP offerings, Dual Enrollment

2025-26

- U of Albany Personal Finance
- AP Music Theory, AP World History (10)

2026-27 and 27-28

- AP Seminar and Research
- AP Capstone Diploma (above +4)



# English Language Arts Update



# CRS - K-4 ELA Update

- Continued administration of NWEA MAP Reading Assessment
- Foundations implemented in K-2 classrooms and rolling up to 3rd grade for 2025-2026 school year
- Literacy Committee continued alignment of our curriculum to the Science of Reading
- Literacy benchmark and progress monitoring assessments changing for the 2025-26 school year to align with science of reading (mCLASS DIBELS)
- Addition of Lexia reading program access for all students



# AMS - 5-8 ELA Update

- Continued administration of NWEA MAP Reading Assessment
- Serviced more students in Literacy support
- Supported more students with Just Words and Wilson literacy interventions
- Students moved from tier 3-2 and from tier 2-1 due to tiered supports provided to MTSS
- Fluency assessment (Easy CBM) added to our repertoire of assessments
- IXL Diagnostic added as a progress monitor and individualized learning plans
- Literacy Specialists attended workshops on the Science of Reading and what it looks like at the middle school level
- Added Lexia as an MTSS Intervention based on MAP scores



# AHS - 9-12 ELA Update

- Pathways to Access continued/expanded
- Scheduled staff training for College Board's AP Seminar to prepare for AP Capstone launch
- Scheduled training for additional staff to teach AP English for the Paths to Access transition
- Initiated preparations to transition to the ICT model in English 9 for the 2025-26 school year
- Further integrated MTSS Tier I and Tier II supports within the quarterly Writing Mentorship Program and Writing Center
- Incorporated SEL competencies within the Writing Mentorship Program
- Initiated development of a mid-year, department-wide benchmark assessment to inform instruction and further calibrate teacher scoring
- Prepared to administer NWEA MAP testing 2025-26 and utilize immediate results to inform instruction (grades 9-10)
- Social Studies/ELA Interdisciplinary work on writing and content



# Mathematics Update



# CRS - K-4 Math Update

- Continued administration of NWEA MAP Math Assessment
- The K-4 scope & sequence and pacing plans were refined and updated in alignment with grade level NYS Next Generation Standards
- The Math Committee created, administered, and engaged in the data review and revision of Local Math Assessments ( Beginning, Middle, and End of Year)
- We expanded resources, programming, and grade level supports and interventions servicing K-4 grades, including:
  - Building Fact Fluency Toolkits (all four operations)
  - Hand2Mind Daily Fact Fluency Intervention (multi-grade level; multiple operations)



# AMS - 5-8 Math Update

- Continued administration of NWEA MAP Math Assessment
- Pathways to Access introduced
- Math Lab Periods access expanded
- Math Intervention Periods expanded
- Alg 1 Exam going into 2nd year at AMS
- ICT training and expansion
- A Math Topics Course added to grade 5 schedule
- High intensity instructional techniques (HIIT) training for Math Dept.

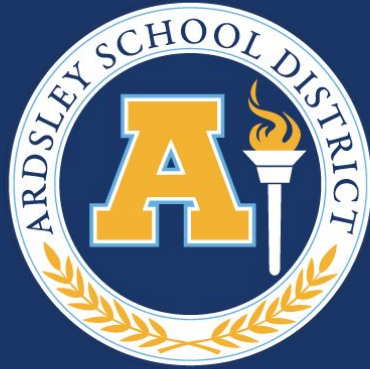


# AHS - 9-12 Math Update

- Pathways to Access continued/expanded
- Second year of Next Generation Algebra I course with Regents
- First year of Next Generation Geometry course with Regents
- Third year of Math Center

## Next Steps —

- Reflect on and revise Geometry Curriculum
- Implementation of Algebra II
- Rewrite of PreCalculus curriculum
- Administer and analyze NWEA MAP Assessments
  - Vertical articulation from AMS
  - Screener for transfer students
  - Inform curriculum and instruction



# Proposed “NY Inspires” Graduation Measures Changes

## When will these Changes Impact Students?

The Board must approve any changes to the State’s graduation requirements; until such time, the existing graduation requirements remain in effect for all public school students in New York.



# Blue Ribbon Commission Recommendations

## Goals:

- Increased flexibility and student choice
- Multiple pathways to graduation
- Holistic, well-rounded education
- Real-world, career readiness
- Equitable, inclusive system

## Transformation #1

*Adopt NYS Portrait of a Graduate*

## Transformation #2

*Redefine credits:* organizing diploma requirements by components of Portrait of a Graduate and expanding ways for students to show proficiency in the learning standards

## Transformation #3

*Sunset Diploma assessment requirements:* no longer need to “pass the Regents” to graduate. **State assessments will continued to be administered as per federal ESSA requirements.**

## Transformation #4

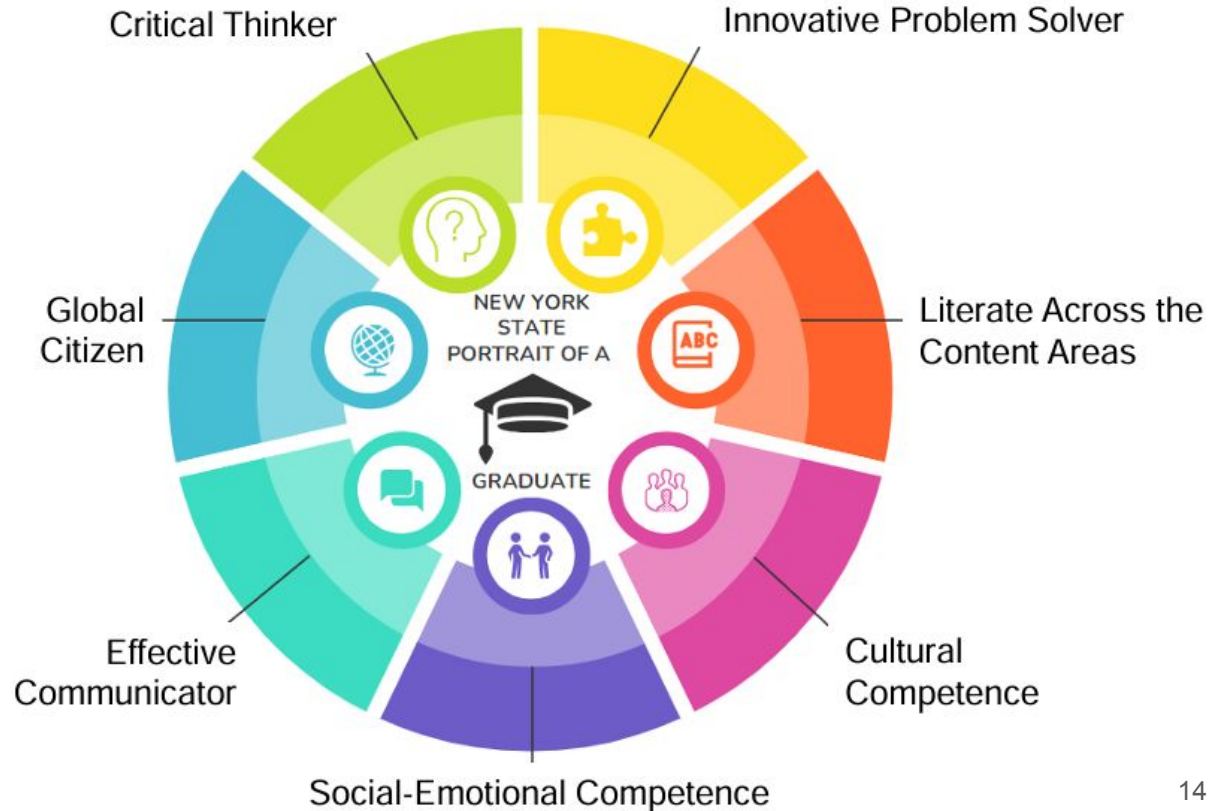
*Move to One Diploma:* districts confer diplomas to students who satisfy state’s requirements. Districts can add additional seals/endorsements.



# NYS Portrait of a Graduate

## Portrait of a Graduate

- Based on the essential skills, knowledge, mindsets and attributes needed for success in 21st century life, college, careers, service, citizenship
- Students demonstrate proficiency through evidence in multiple ways
- All students must demonstrate proficiency in each component to earn a high school diploma.





# Proposed Timeline (Cohort = Year entering grade 9)

**Phase 1: Installation** (Fall 2025 – Summer 2027)

**Phase 2: Initial Implementation**  
(Fall 2027 – Summer 2029)

**Phase 3: Full Implementation and Scaling Up** (Fall 2029;  
Class of 2033- current 4th graders)

Spring '25  
Current  
Sophs,  
Juniors:

Current  
Gr 7-9:

Current  
Gr 5-6:

Current  
Gr 4:

Cohort	Proposed Diploma Requirements
Cohort 2023 and prior	Current diploma requirements. Students will graduate with one of three diplomas (local, Regents, or Regents with advanced designation).
Cohort 2024, Cohort 2025, and Cohort 2026	Current credit requirements. Diploma assessment requirements proposed to sunset within four years (fall 2027). Students will continue to take Regents Exams but will not be required to pass the Regents Exams to earn a diploma. Students will graduate with the NYS high school diploma. Students may take Regents Exams to earn endorsements, including advanced designation.
Cohort 2027 and Cohort 2028	New credit requirement. No separate diploma assessment requirements. Students will graduate with the NYS high school diploma. In addition to their diploma, students may earn additional redefined seals and endorsements, including advanced designation.
Cohort 2029	New system. Students must demonstrate proficiency in both the high school learning standards and the Portrait of a Graduate. Students will graduate with the NYS high school diploma with optional seals and endorsements. The statewide transcript will be required for all students.



# Expanded Pathways to Proficiency

Prior to implementation, the Ardsley School District will review guidelines and make adjustments as appropriate to meet the needs of our students. They will be reflective of the ways in which students may provide evidence of proficiency:



Approved Work-Based  
or Service-Based  
Learning Experiences



Capstone  
Learning  
Experiences



Early College High  
School / PTECH

(Pathways in Technology)



Earning NYS  
Credentials or Seals



High School Courses



NYSED-  
Approved CTE  
Programs (Career & Technical  
Education)

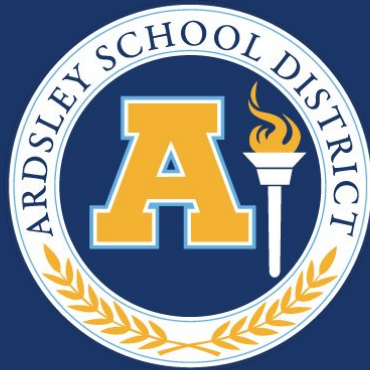


Participation in  
the Arts



Passing  
Approved  
Assessments



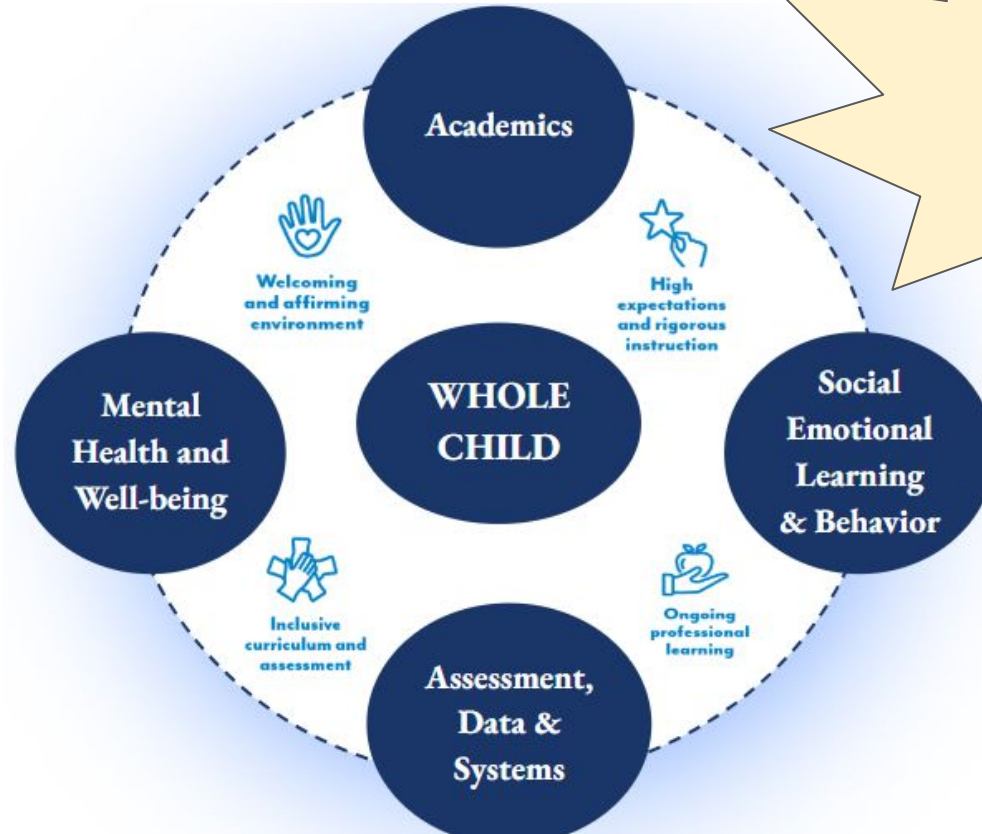


# Panorama Survey Results

<https://www.panoramaed.com/about>



# Panorama Survey Purpose



**Multi-Tiered System of Supports (MTSS)**



# Panorama Survey Purpose - Grades 7-12

## **Purpose:**

Provide data to inform student programming and teacher staff development in support of the **WHOLE CHILD**.

Provide longitudinal and disaggregated data to help focus efforts on priority areas and with priority groups of students.

**Spring 2025 Students Surveyed:** 985 total students responded (anonymized data) to survey topics including

**Sense of Belonging, Perseverance,  
Emotional Regulation, and Social Awareness**

# Topic Score



When viewing survey results, Topic Score represents how many responses across all scored questions within a topic were favorable.

Most often, the top two answer choices are favorable for a question with five answer choices, and the top three answer choices are favorable for a question with seven answer choices.

## Example:



- Extremely good 22%
- Very good 59%
- Mostly bad 10%
- Very bad 6%
- Extremely bad 3%

**81%**  
Topic Score



# Panorama Surveys - Grades 7-12

Fall 2022 and Spring 2024

Topic	% Favorable	Change since last administration (fall 2022)
○ Diversity and Inclusion	81%	+1
○ Cultural Awareness and Action	51%	-1
○ Sense of Belonging	47%	0

Focus Area for AMS and AHS in 2024-25

Spring 2025

Repeated Topic: Sense of Belonging

New Topic: Student Life Skills & Well-Being - added to support MTSS efforts

Perseverance, Emotional Regulation, and Social Awareness



# 2024-25 School Year Focus

## Goal: Increase Sense of Belonging

- Faculty Meeting Presentations
- Reviewed Panorama Evidence Based Strategies
- Shared Best Practices
- Increased efforts to build sense of belonging for all students

Ways We Are the Same and Different

Open Circle

Average rating: 4.7/5.0 (18 votes)



Provide students with an opportunity to discover ways they are similar and different and to appreciate richness of identities across the class.



**Focus Area  
for AMS and  
AHS in  
2024-25**



# 2024-25 School Year Focus

## Sense of Belonging Results - Spring '25

**8 Point Increase in  
Sense of Belonging**

**Focus Area  
for AMS and  
AHS in  
2024-25**

Sense of Belonging

55%





# Surveyed Topics

## Sense of Belonging (Fall '22, Spring '24, and Spring '25 Surveys)

2022: 47% Favorable

2024: 47% Favorable

2025: 55% Favorable

**8 Point Increase in Sense of Belonging**

Sense of Belonging

55%



## Student Life Skills & Well-Being Measures (Spring 2025 Survey)

Perseverance

63%



Social Awareness

58%








Emotion Regulation

46%





# Student Life Skills: Perseverance

Question	Question score	Change since time last surveyed
<p><b>+</b> If you fail at something that is important to you, how likely are you to try again?</p> <p>984 responses</p>	76% 	-
<p><b>+</b> How hard do you work to keep your promises, even if they are hard to keep?</p> <p>981 responses</p>	70% 	-
<p><b>+</b> How often do you get your work done, even when you don't feel like doing it?</p> <p>985 responses</p>	69% 	-
<p><b>+</b> How well can you keep working to reach your goals if problems come up?</p> <p>983 responses</p>	61% 	-
<p><b>+</b> When you are working on something that matters to you and there are distractions, how focused can you stay?</p> <p>982 responses</p>	38% 	-



# Student Life Skills: Social Awareness

Question

Question score

Change since time last surveyed



**During the past two weeks, how much did you care about other people's feelings?**

984 responses

73%



-



**During the past two weeks, how well did you get along with students who are different from you?**

984 responses

67%



-



**During the past two weeks, how carefully did you listen to other people's opinions?**

984 responses

63%



-



**During the past two weeks, when others did not agree with you, how respectful were you of their opinions?**

980 responses

61%



-



# Student Life Skills: Social Awareness



During the past two weeks, how often did you compliment others' accomplishments?

981 responses

60%



-



During the past two weeks, how much were you able to stand up for yourself without putting others down?

985 responses

55%



-



During the past two weeks, how much were you able to disagree with others without starting an argument?

983 responses

46%



-



During the past two weeks, how clearly were you able to describe your feelings?

981 responses

37%



-

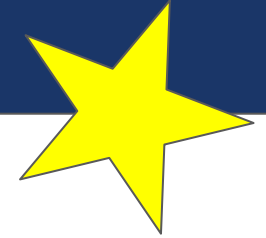


# Student Life Skills: Emotional Regulation

Question	Question score	Change since time last surveyed
<p><b>+</b> How often are you able to control your emotions when you need to?</p> <p>978 responses</p>	60%	-
<p><b>+</b> When you get upset, how often can you get yourself to relax?</p> <p>984 responses</p>	50%	-
<p><b>+</b> When you get upset, how often do you stop to think before you act?</p> <p>983 responses</p>	47%	-
<p><b>+</b> When things go wrong for you, how calm are you able to stay?</p> <p>985 responses</p>	38%	-
<p><b>+</b> How often are you able to pull yourself out of a bad mood?</p> <p>984 responses</p>	37%	-



# Student Life Skills: Top Areas



## Perseverance

If you fail at something that is important to you, how likely are you to try again?

76%



984 responses

How hard do you work to keep your promises, even if they are hard to keep?

70%



981 responses

## Social Awareness

During the past two weeks, how much did you care about other people's feelings?

73%



984 responses



# Student Life Skills: Areas of Focus

## Perseverance

When you are working on something that matters to you and there are distractions, how focused can you stay?

982 responses

38%



## Emotional Regulation

When things go wrong for you, how calm are you able to stay?

985 responses

38%



How often are you able to pull yourself out of a bad mood?

984 responses

37%



## Social Awareness

During the past two weeks, how clearly were you able to describe your feelings?

981 responses

37%





# Next Steps for Social-Emotional Learning

- Review results with Administration/Faculty
- Conduct summer analysis
- Provide staff and faculty training
- Administer new fall SEL Universal Screeners
- Work with MTSS Teams, School Counselors, Faculty
- Work with Wellness Committee
- Develop student skills
- Focus on Transition Years (grades 4-5, 8-9)
- Continue collecting and analyzing data

**Continue to support the Whole Child through MTSS**





Thank you!