

# The Engine of Continuous Improvement

Department of Curriculum,  
Instruction, and Assessment

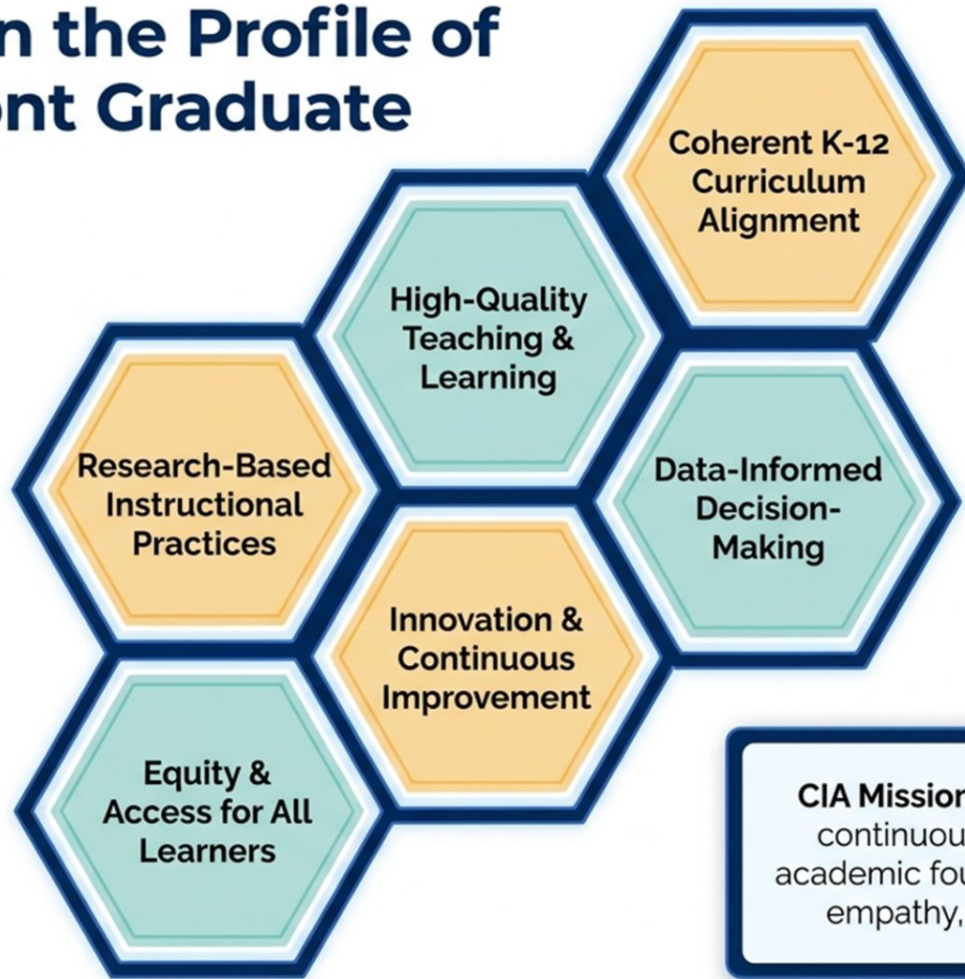
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Dr. Felipe Orozco

Spring 2026 Strategic Validation | Board of Education



# Grounded in the Profile of an Edgemont Graduate



**CIA Mission:** Design, alignment, and continuous improvement to build academic foundations, critical thinking, empathy, and global citizenship.

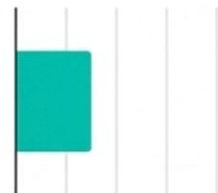
# Agenda

## Focus: Outcomes & Systems

- I. Department Overview & Mission
- II. Key Accomplishments
- III. Systems & Programs
- IV. Outcome & Impact Data
- V. 2026-2027

# Modest Inputs Yield Disproportionate Early FLES Mastery

## The Exposure Model



2 FLES instructional periods per 6-day cycle.

*A relatively limited exposure model compared to national intensive programs.*

## Proficiency Output

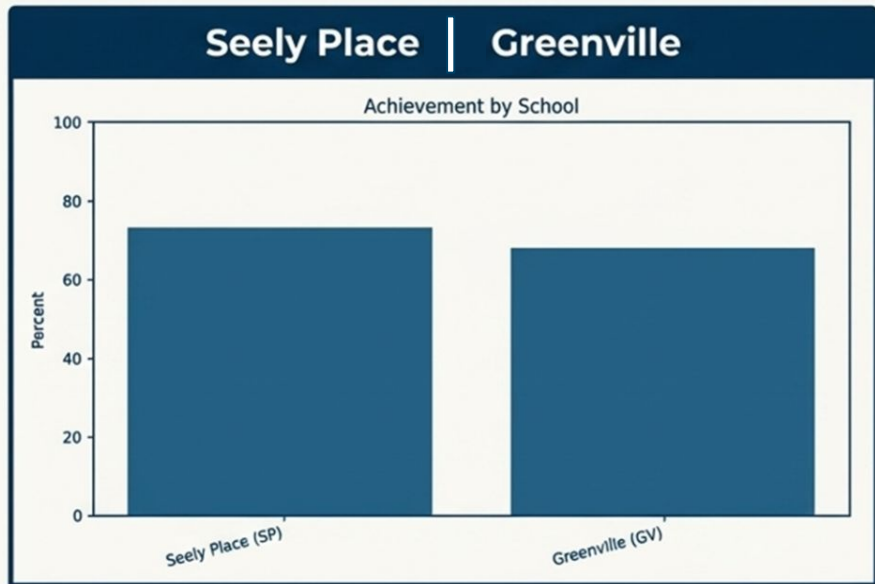
HOLA!



205 of 290 students achieved normalized mastery.

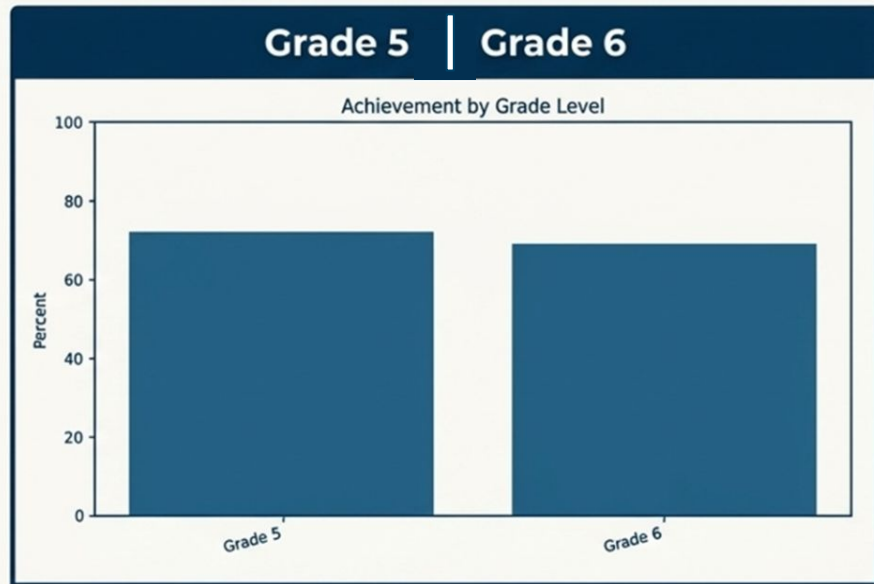
**Key Takeaway:** Most students reached early proficiency benchmarks despite first-year rollout conditions and limited instructional time, establishing a strong foundation for long-term language acquisition.

# Variables Influencing Early Language Acquisition



**Seely Place (~73% mastery) | Greenville (~68% mastery)**

The 5-point differential suggests variables in cohort readiness or environmental factors (e.g., Seely Place teacher had a dedicated assigned classroom). Comparable early success overall.



**Grade 5 (~72% mastery) | Grade 6 (~69% mastery)**

Slight dip in Grade 6 is an expected pattern due to increased rigor and complex language demands. Similar achievement bands prove vertical alignment is taking effect.

# From Limited Exposure to Communicative Confidence

Before FLES

## Limited Familiarity ?

Only **28%** had prior Spanish experience. Only **24%** felt confident speaking.

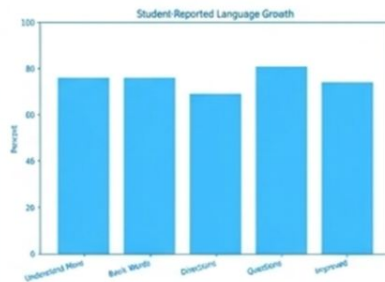
## High Interest



**61%** entered wanting to learn.

After FLES

## Language Growth Metrics



**76%** understand basic words; **81%** can ask/answer simple questions; **69%** can follow directions.

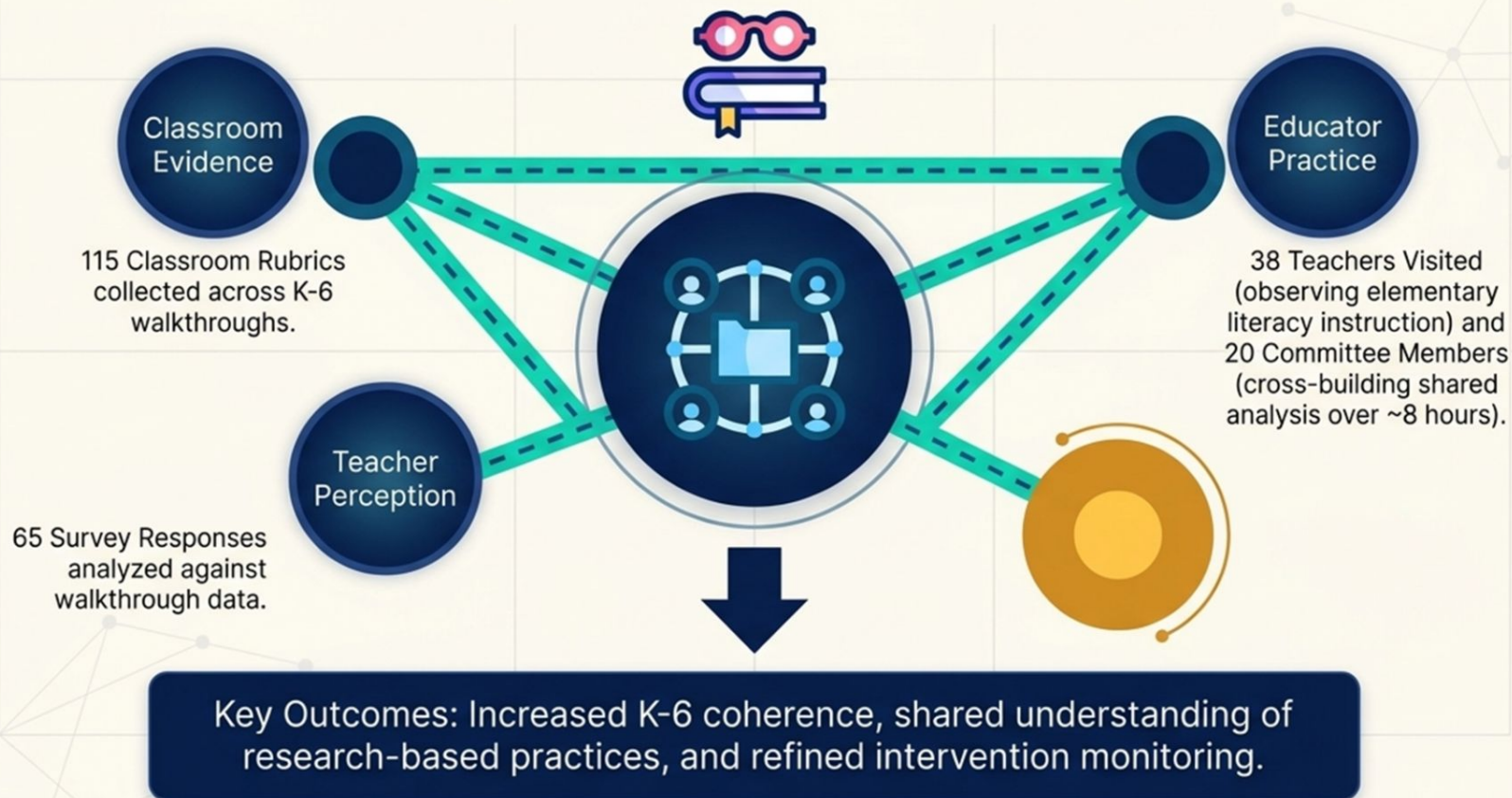
## Cultural Integration



**61%** learned about cultures; **47%** learned traditions.

**Developmental Shift:** Students now request more games, peer collaboration, and active speaking practice—a strong indicator of developing linguistic confidence.

# Triangulating the Science of Reading (SoR) Alignment



# Synthesizing Districtwide Instructional Trends



## Glows (Strengths)

### Environment

Respectful, calm, organized classrooms with strong student engagement.

### Structure

Clear literacy routines reducing excess teacher talk; effective use of small-group and scaffolded learning.

### Instruction

Emerging evidence of productive struggle and significant existing instructional expertise.



## Grows (Opportunities)

### Discourse

Increase consistent academic discourse and cognitive ownership/autonomy.

### Alignment

Clarify text selection/library organization and strengthen K-12 curriculum alignment.

### Data Utilization

Increase student data use to plan, adjust, and monitor small-group instruction equitably.

# Establishing a Districtwide Evidence Base



**240 Total Observations**

~324 minutes of observation window by a multidisciplinary team.



Edgemont High School (EHS)

**90 Observations**

~90 minutes of observation window by a multidisciplinary team.



Greenville Elementary

**84 Observations**

~324 minutes of observation window by a multidisciplinary team.

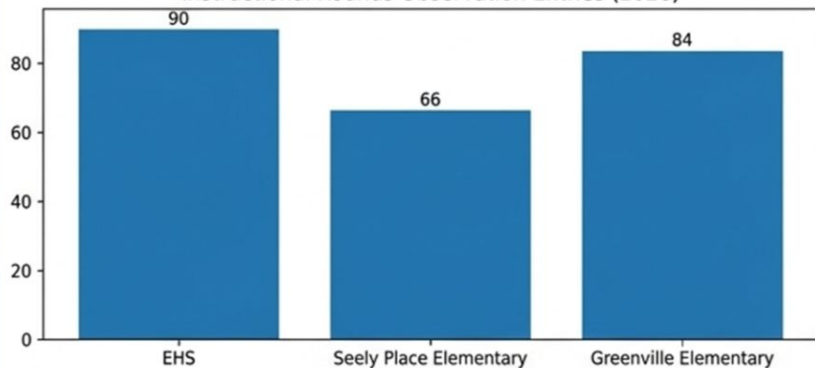


Seely Place Elementary

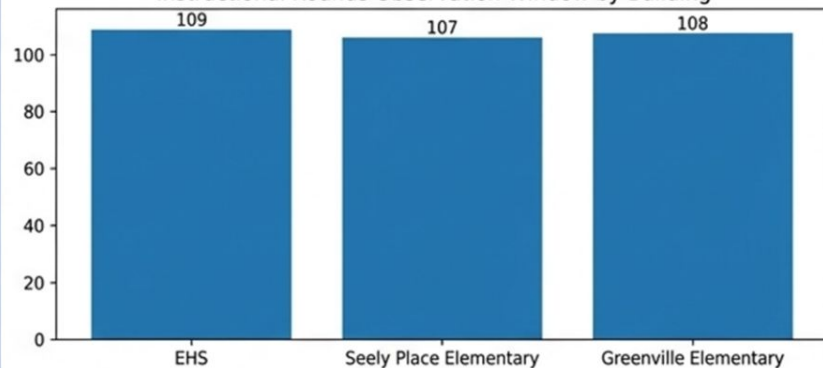
**66 Observations**

~324 minutes of observation window by a multidisciplinary team.

Instructional Rounds Observation Entries (2026)



Instructional Rounds Observation Window by Building



**Goal:** Shift from anecdotal or individual impressions to shared, evidence-based instructional priorities.

# K-12 Vertical Teams: The PAW Framework



~100 staff members across 7 departments (English, MAWL, Math, Social Studies, Science) engaged in 90 hours of collaborative learning.

**P**

## Pedagogy

Collaborative inquiry, instructional problem-solving, and sharing Science of Learning strategies.

**A**

## Alignment

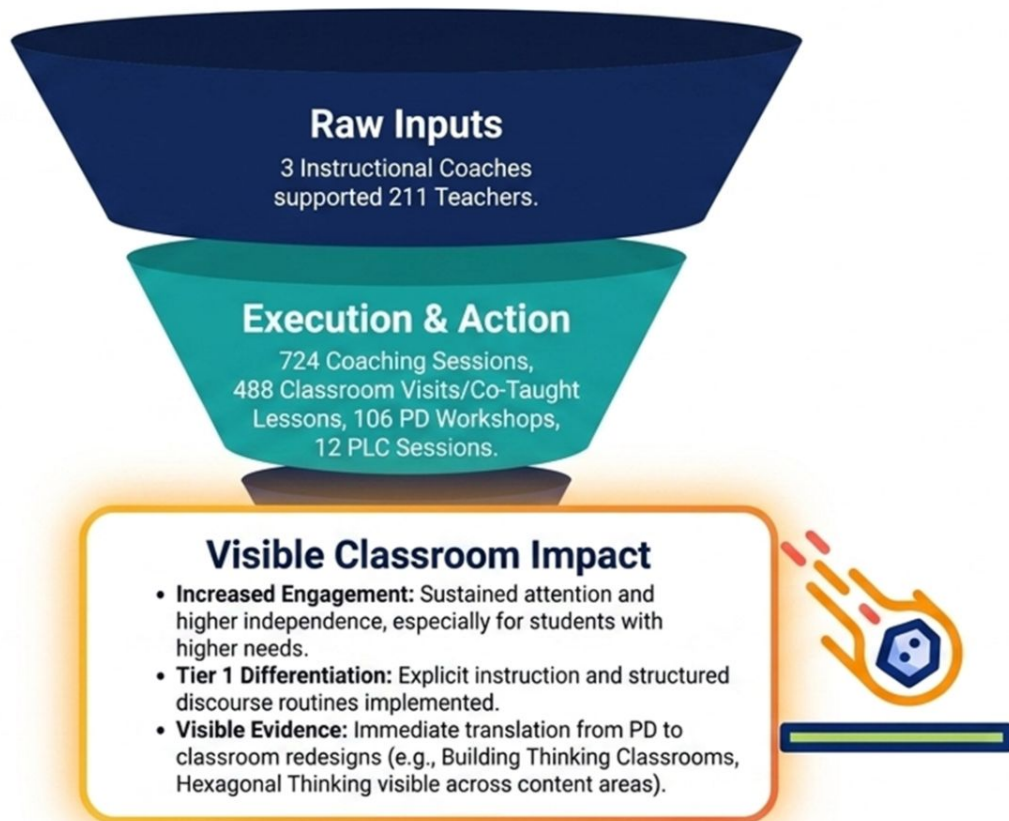
K-12 curriculum articulation, standardizing learning targets, and ensuring consistent student experiences.

**W**

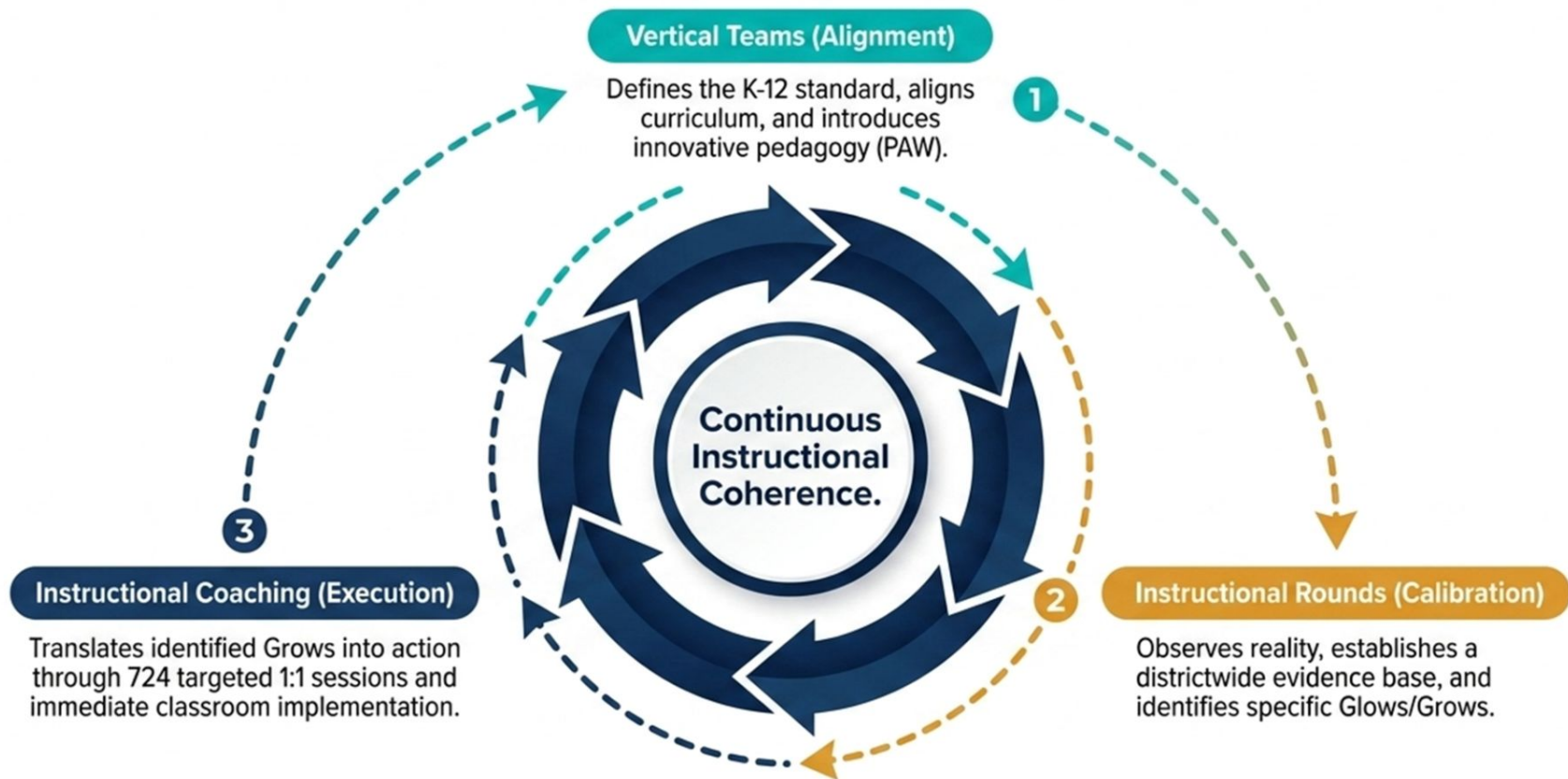
## Wonder

Integrating AI-supported practices, digital tools, and fostering student agency, creativity, and critical thinking.

# The Funnel of Coaching Impact



# The Closed-Loop Engine Driving Tier 1 Coherence

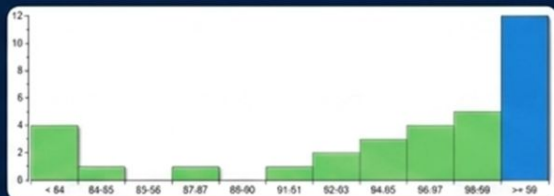


# Macro Outcomes: The Westchester Competitiveness Matrix

# 99.4%

## Graduation Rate

Ranked #2 out of 42 Westchester districts.  
100% for Gen Ed, Female, Hispanic, and White subsets.



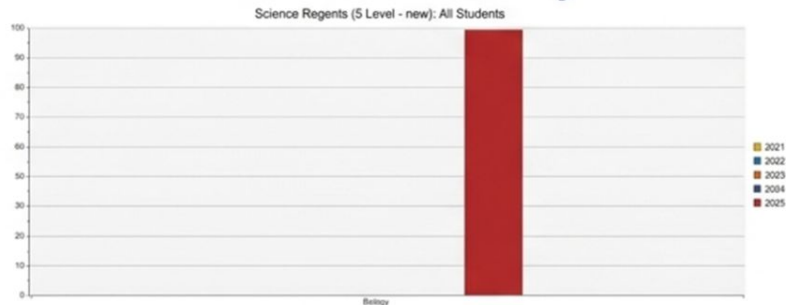
Year	Value	Rank	Total	Pct rank	Group cnt
Grad Rate All	99.4	2	42	95.2	159

Subject	Rank
Science (Earth Sci)	#1
Science (Biology New)	#1
History (Global II)	#1
Math (Algebra I NG)	#3
English	#4

**Takeaway Note:** Systemic investments in coaching and alignment correlate directly with top-tier county dominance across all core subjects.

# Near-Universal Mastery Across Core Subject Regents

## Science Mastery



**100% Earth Science, 99.3% Biology (New, 2025), 96.6% Living Environment (Old)**

## Math Mastery

**98.1% Algebra I NG  
(Last 5 years, Level 3+)**

## History Mastery

**100% Global History II (2025)  
97.2% U.S. History (2025)**

## English Mastery

**98.7% English Regents  
(Last 4 years, Level 3+)**

*Outcomes driven by expanded use of data to guide instructional decisions and monitor growth.*

# Edgemont AP Excellence: Growing Access, Raising Achievement

Between 2024 and 2025, Edgemont's AP program saw a significant increase in the number of exams taken. Contrary to the common trend, Edgemont achieved higher average scores and qualifying rates, reflecting a culture of supported academic excellence.

## EXPANDING PARTICIPATION



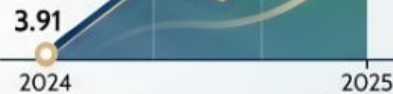
## KEY FINDING: GROWTH WITHOUT DILUTION

Increased participation did not lower performance; both access and achievement grew simultaneously.

## ELEVATING ACHIEVEMENT

Average AP Score

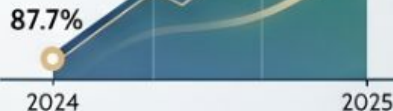
Average Score Surpasses 4.0



The average AP score rose from 3.91 in 2024 to 4.06 in 2025.

Qualifying Score (3+) Rate

91.9%  
College-Credit Eligibility



The rate of qualifying scores (3+) increased from 87.7% to 91.9% year-over-year.

# Celebrating Academic Excellence: Standardized Testing Trends (2023–2025)

EHS students consistently demonstrate exceptional academic achievement, maintaining standardized test scores that place them in a highly competitive national range. While SAT scores remain strong, the Class of 2025 has shown notable upward momentum in ACT performance.

## SAT Performance & National Standing



### Sustained Mid-1300s Average

SAT averages remain exceptionally strong, continuing to place students in a highly competitive national range.

### Significantly Above National Norms

Current SAT averages remain well above national averages despite broader shifts in testing participation.

## ACT Achievement & Growth

### 30.7 Composite Score for Class of 2025



### Balanced Excellence Across Disciplines

The Class of 2025 achieved English and Reading averages above 31.

### Outperforming National Averages

ACT outcomes show strong upward momentum and remain well above national performance benchmarks.

# EHS Post-Graduation Pathways: A Three-Year Analysis

Tracking post-graduation outcomes for EHS students from 2023-2024 to 2025-2026, highlighting a strong, stable trend toward high-level higher education with minimal fluctuation in alternative paths.

## THE 4-YEAR COLLEGE TREND

**96%**

**Average Enrollment**

Over the last three years, the vast majority of graduates chose 4-year programs.

**97.5%**

**Peak Enrollment**



Highest rate of 4-year university enrollment.

2023-2024

2024-2025

2025-2026

95.3%

96%

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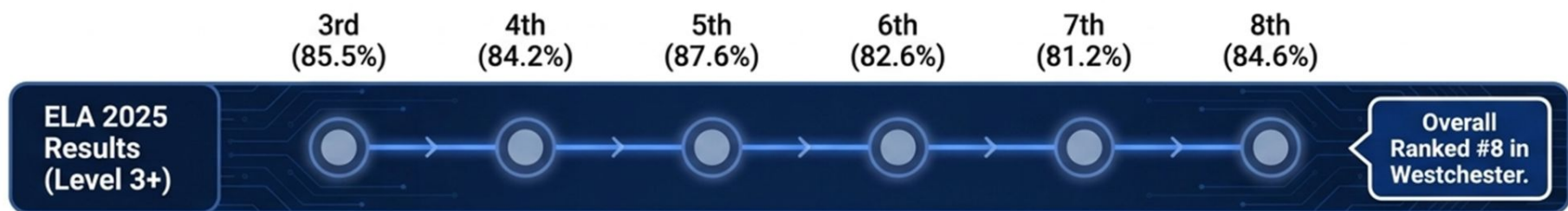
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# NYSED 3-8 Foundation: Pipeline to High School Mastery



**Note:** 8th grade math at 41.7% due to accelerated students bypassing this assessment.

**Key Insight:** Strong elementary instructional practices (SoR, small groups) reflect in highly competitive 3-6 grade county rankings.



System-Wide Review

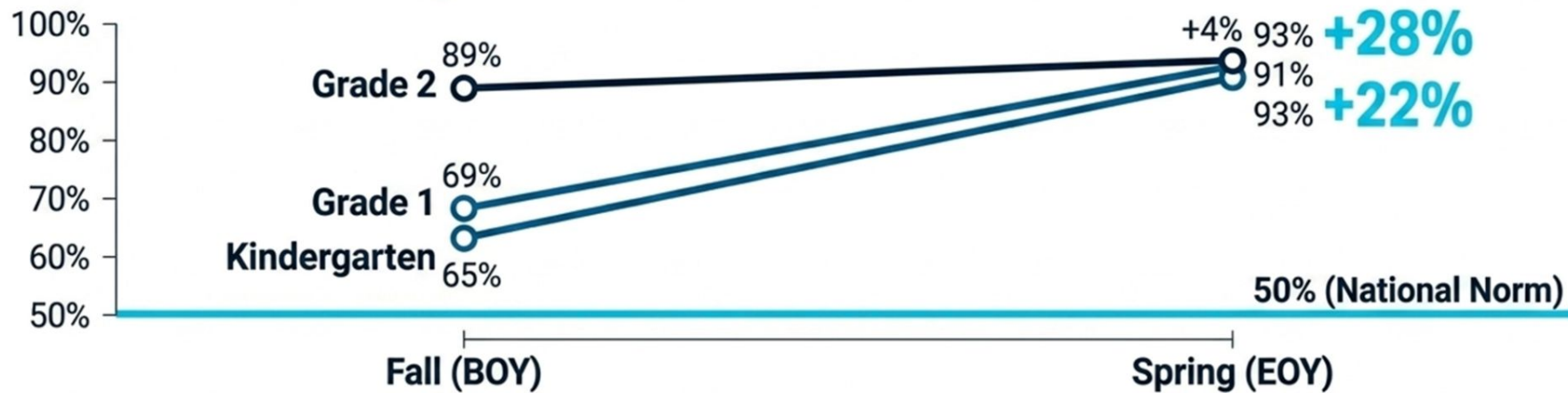
# District Assessment Overview: Evidence of Excellence and Continuous Growth

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2025–2026 STAR & DIBELS Performance Data

# Early Literacy: Foundational Systems Drive Double-Digit Gains

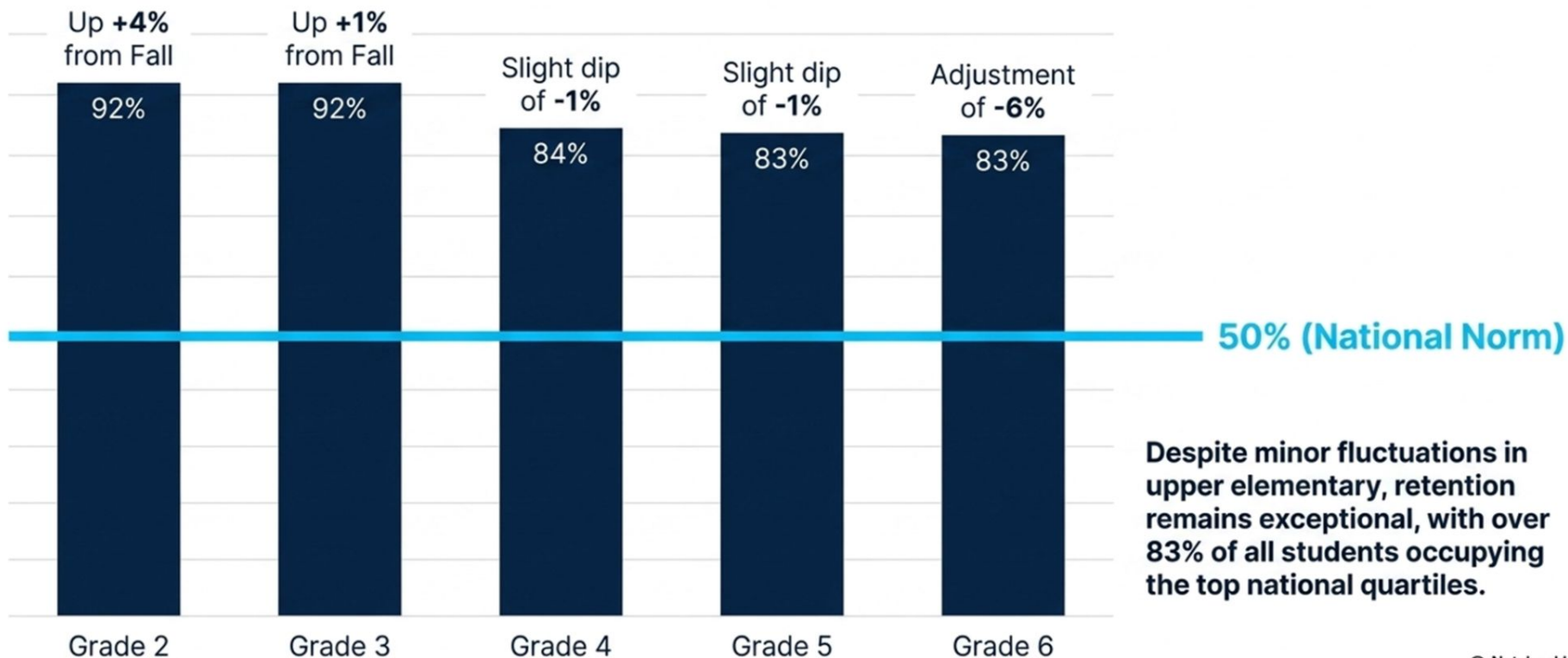
DIBELS K-2 (Percentage of Students At or Above Benchmark)



District overall grew from 75% to 86% (+11%). The most significant impact is seen in the earliest grades, **validating our foundational literacy interventions.**

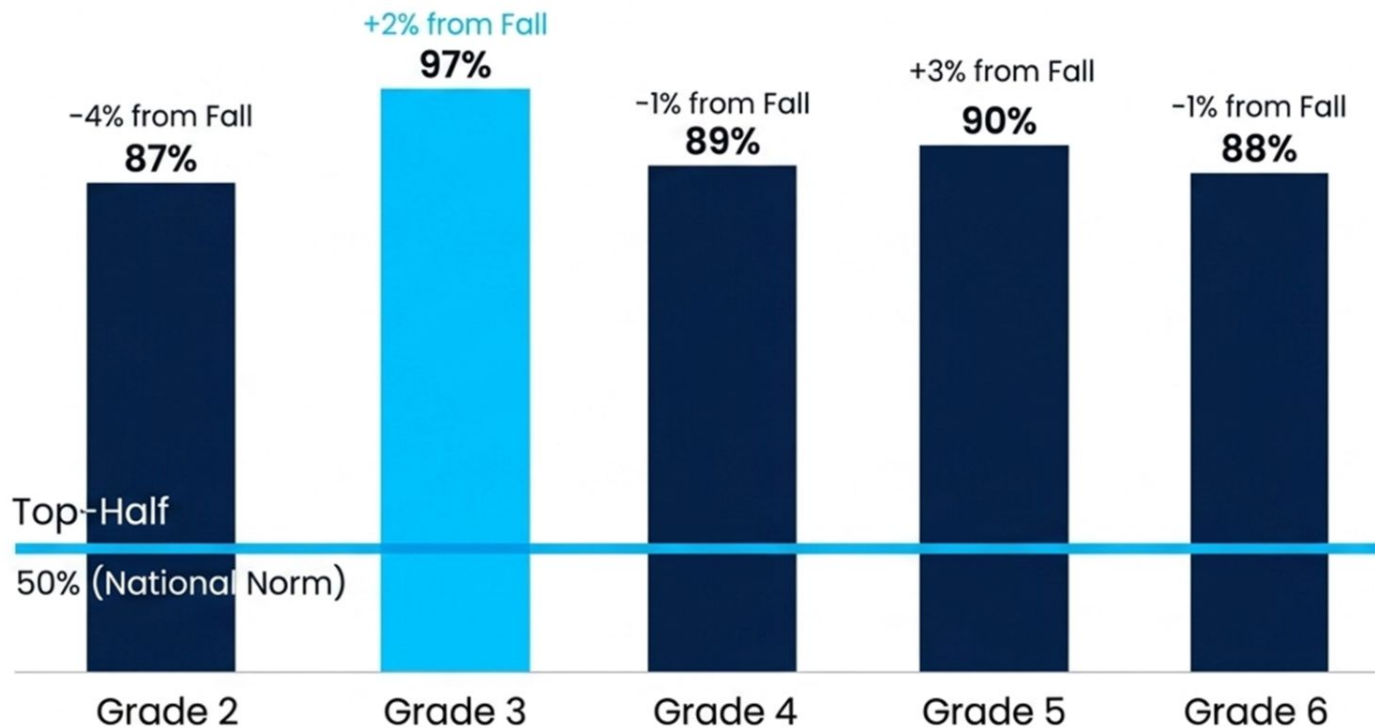
# Elementary Reading: Sustaining a High Baseline

STAR Reading Grades 2–6 (Percentage at or above the 50<sup>th</sup> percentile)



# Elementary Mathematics: Peak Proficiency

STAR Math Grades 2–6 (Percentage at or above the 50<sup>th</sup> percentile)



Grade 3 achieves a near-universal 97% proficiency rate, while all elementary grades maintain 87%+ performance against national norms.

# Secondary Performance: Grades 7 & 8 Resilience

STAR Reading & Math (Separated Percentile Rank - PR)

## Reading



Grade 7

## Mathematics



Grade 8

The split data shows resilient performance across both Reading and Math for Grades 7 and 8, with both grades showing growth.

# Data-Driven Strategic Implications



**Validation: How do we know it's working?**

Systemic success of early literacy interventions (+11 point district DIBELS growth).

Highly effective core mathematics instruction sustaining the 78th percentile average through Grade 8.



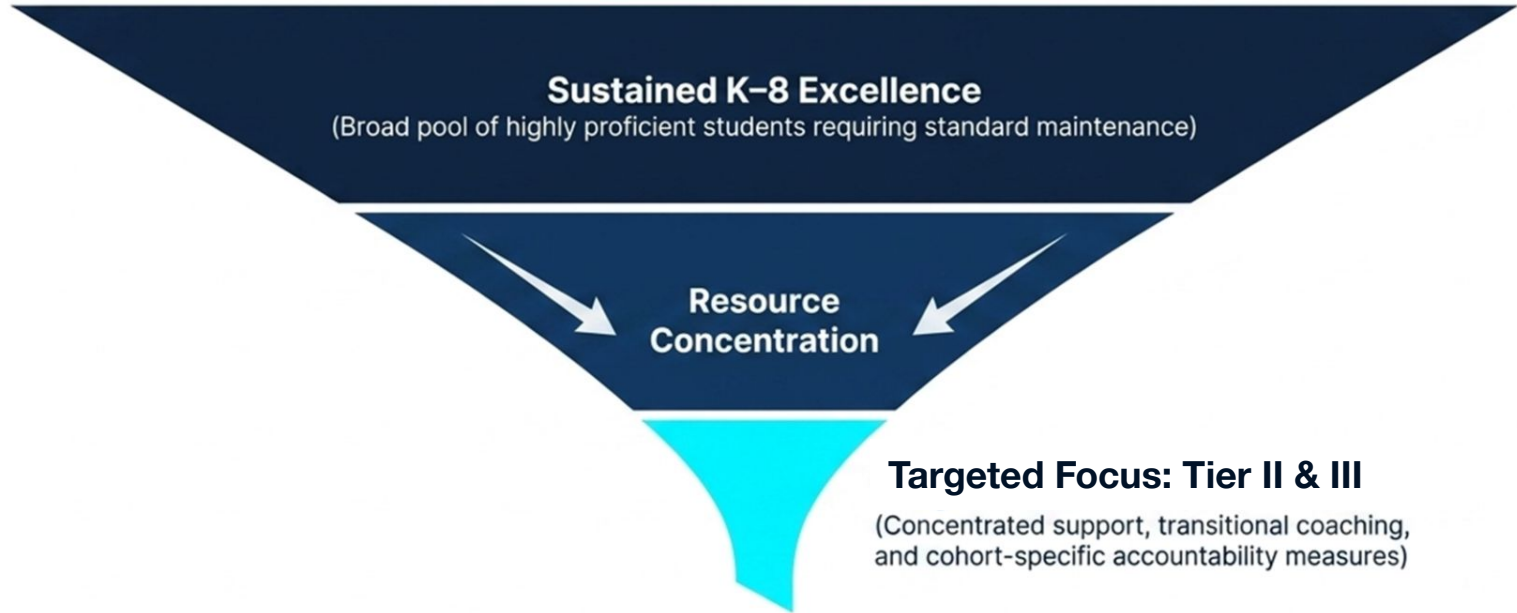
**Calibration: What are we doing next?**

Deploying immediate, targeted support and acceleration systems for the Grade 9 cohort.

Ongoing review of secondary intervention planning and resource deployment.

**Data is only as valuable as the action it drives. These insights directly inform our resource allocation, ensuring no student slips through the cracks.**

# Strategic Resource Allocation for the Upcoming Year



# Balancing Systemic Sustainability with Targeted Innovation for 2026-2027

## SUSTAINABILITY



**Professional Learning:**  
Continuous educator development.

**Collaborative Systems:**  
Instructional Rounds | Vertical Teams | PLCs |  
Science of Reading (SoR).

**Data-Driven Instruction:**  
Leveraging MFR.

**Ongoing Initiatives:**  
Pilots | FLES (Year 2) | SoR Progress Monitoring.

## INNOVATION



**K-6 Alignment:**  
STEAM Articulation.

**Pedagogical Foci:**  
Implementing Building Thinking Classrooms.

**Targeted Intervention:**  
Redefining Supports & Eligibility for Tier II & III  
Students.

## Examining the Data and the Path Forward



# iGracias!

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Partnering for Continued Excellence.

For more information on anything related to Curriculum,  
Instruction & Assessment, please reach out:



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