



CAO Update CNCA Board of Directors

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Camino
Nuevo
Charter
Academy



August 15, 2023

Remembering Our Context

How much learning did students miss during the pandemic? Researchers have an answer

May 12, 2023 · 5:12 AM ET

Heard on *Morning Edition*

By A Martínez, Cory Turner



3-Minute Listen

+ PLAYLIST



New research paints the clearest picture yet of just how much learning students missed during the pandemic, and what it may take to help children in the hardest hit districts to make up ground.



Historic in magnitude

Average student missed $\frac{1}{2}$ a year in math

Student in the poorest 10% of districts had missed twice as much

In schools that were remote or hybrid longer, students lost more ground.

Students missed more learning in places with higher COVID death rates

Places that saw more disruption saw greater learning loss

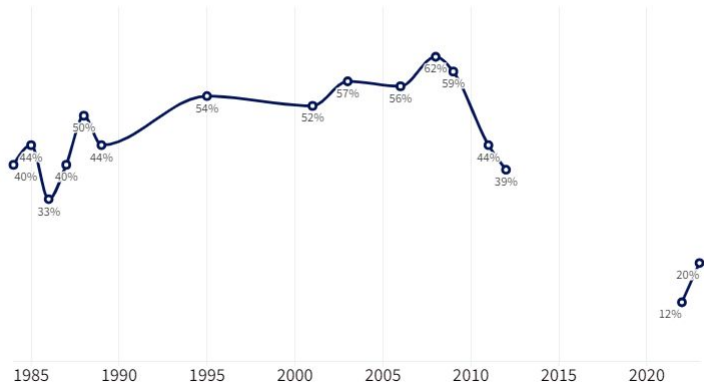
When there's a big decline in one year, those students don't seem to catch up for three or four years into the future.

Much of it will stay lost

From the 2023 Merrimack College Teacher Survey....

Percentage of teachers who are "very satisfied" with their jobs: 1984-2023

Hover or click on the data points to reveal data.



2. More than a third of teachers say they're likely to quit in the next two years.

This year, 35 percent of teachers say they're likely to quit and find another job outside of teaching within the next two years. Of those, 14 percent said they were "very likely."

6. Teachers say their own mental health issues are affecting their work.

Forty-two percent of teachers said their teaching and professional growth had suffered this year because of the state of their mental health. And about half of teachers said their colleagues' work had been negatively affected.



Teen Mental Health

- Between 2011 and 2021, number of teens and young adults with clinical depression more than doubled
- Between 2007-2019, suicide rate for those in their early 20s rose by 41% and the suicide rate for 10-14 year-olds tripled (and nearly quadrupled for girls)
- According to a CDC survey in 2021, almost 60% of high school girls had experienced persistent feelings of sadness or hopelessness within the past year
 - Nearly 25% made a suicide plan

Something is going terribly wrong for teenagers



Our 22-23 Academic Goals & Outcomes

Intellectual Engagement

IMPLEMENTATION

All teachers, instructional leaders and related HSO Departments engage in data driven adult learning cycles to increase student intellectual engagement.



End of Year Goals

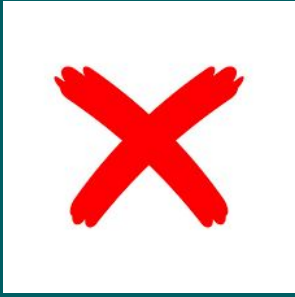
- Achieving a **10-percentage point** increase in SBAC ELA (to 46%) and an **8-percentage point** increase in SBAC Math (to 30%)
- By Q4, 80% of classroom observations demonstrate that 90%+ students are intellectually engaged in challenging content that is aligned to grade-level standards



What We Accomplished



- ❖ **All teachers, instructional leaders, and related HSO Departments engaged in data-driven adult learning cycles to increase student engagement**
 - **Defined engagement and Intellectual Engagement at CNCA**
 - **Calibrated with observers on a process for quantifying both engagement and Intellectual Engagement**
 - **Developed and trained leaders and teachers in CNCA Engagement Strategies & a CNCA Instructional Routine to promote Intellectual Engagement**
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What We Didn't Accomplish

Goal: 80% of classrooms have 90%+ intellectual engagement

≈ **2,300** classroom
engagement observations completed

22-23 Student Engagement

BUR			CAS			CIS			DAL			EIS			KAY		
S1	S2	Δ	S1	S2	Δ	S1	S2	Δ	S1	S2	Δ	S1	S2	Δ	S1	S2	Δ
88%	94.8%	+6.8%	74.4%	83%	+8.6%	84.8%	84.0%	-0.8%	89%	94.1%	+6.1%	86%	90%	+4%	83.6	89%	+5.4%

Percentage of Observed Intellectual Engagement in CNCA Classrooms

90%+	80%-89%	70%-79%	60-69%	51%-60%	<50%
29.00%	13.00%	11.71%	7.71%	3.14%	35.71%

What We Learned



1. Teaching something new to leaders mid-quarter two is too late to significantly change teacher practice
 2. Simplicity is key when it comes to collecting lag data
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Data-Driven Decision Making

Data-Driven Decision Making

IMPLEMENTATION

All employees will engage in recurring data chats to increase our collective efficacy with data driven decision making. (Instructional 2x per month; Non instructional/HSO 1x per month)

SYSTEMS BUILDING

Creating 3 key CNCA dashboards: Operations, Student Culture/Behavior and Academic Tier 2 MTSS



End of Year Goals

- 100% of grade level/department teams conduct twice-monthly (instructional) or monthly (non-instructional) data meetings
- Data Dashboards will be published to provide HSO and school leaders with vital data needed to improve guidance support and oversight.

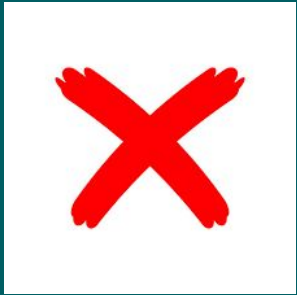


What We Accomplished



- ❖ **Employees engaged in recurring data chats to increase their collective efficacy with data driven decision making**
 - Adapted, trained on, and implemented aligned protocols for data meetings at the teacher, family coordinator, Knowledge Management, Central SpEd, and APSS level
 - ❖ **Created key CNCA dashboard: Academic Tier 2 MTSS**
 - Identified key metrics to track to determine effectiveness of supplemental intervention
 - Worked with a data consultant to link and visualize data
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What We Didn't Accomplish



**Frequency Goal: Instructional staff 2x per month;
non-instructional/HSO 1x per month**

**Two Remaining Dashboards: Operations & Student
Culture/Behavior**

What We Learned



1. Meeting schedules should be determined at the beginning of the year in order to protect the time for data analysis
 2. Adaptive leadership required (always, but even more so in today's context)
 3. Goals should be adjusted to reflect needs arising from staff turnover
 4. Two separate academic priorities (intellectual engagement & data-driven decision making) may be too many
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22-23 CAASPP Data

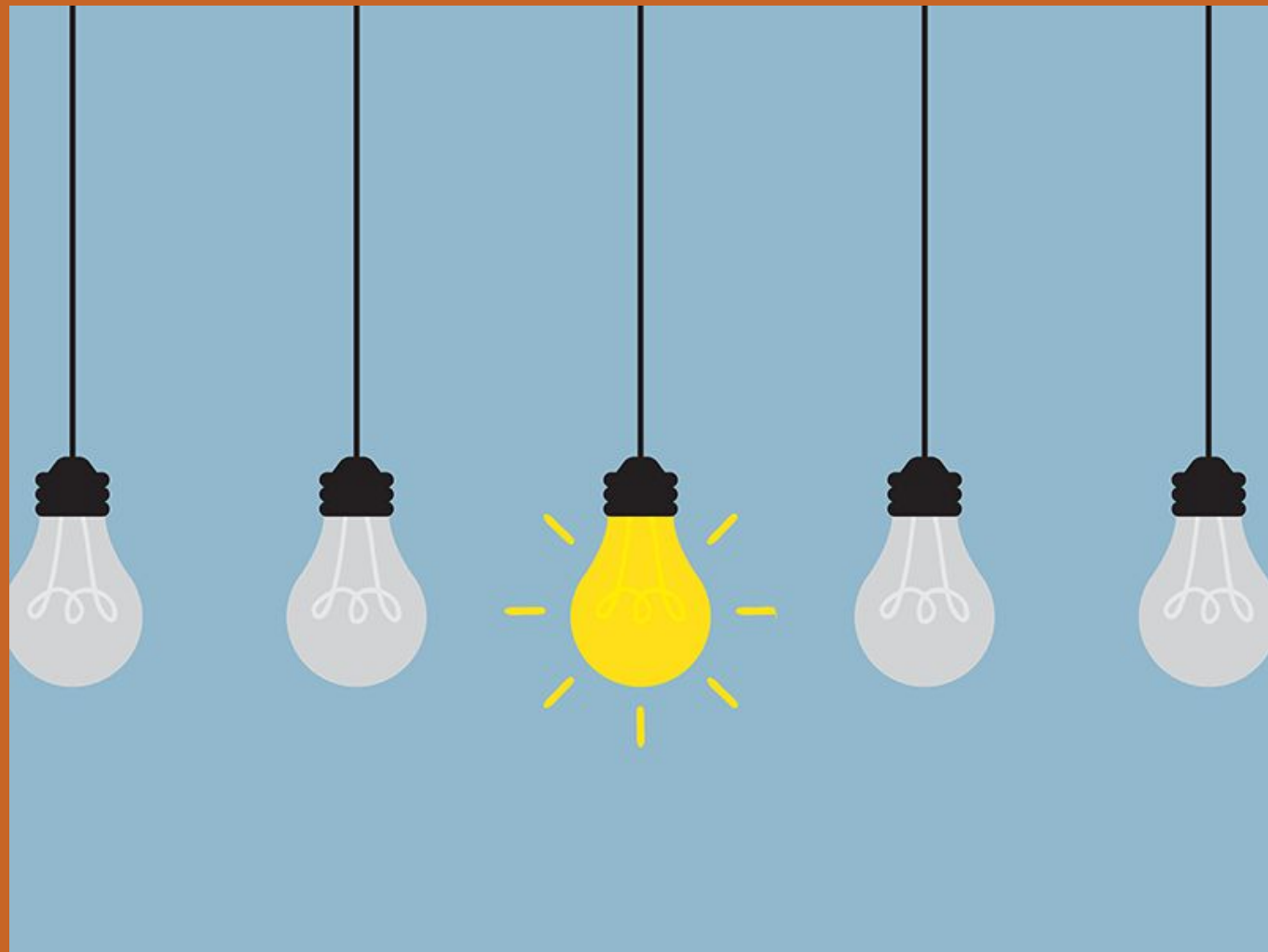
CAASPP Percent Met or Exceeded Standard

21-22 to 22-23 - check this

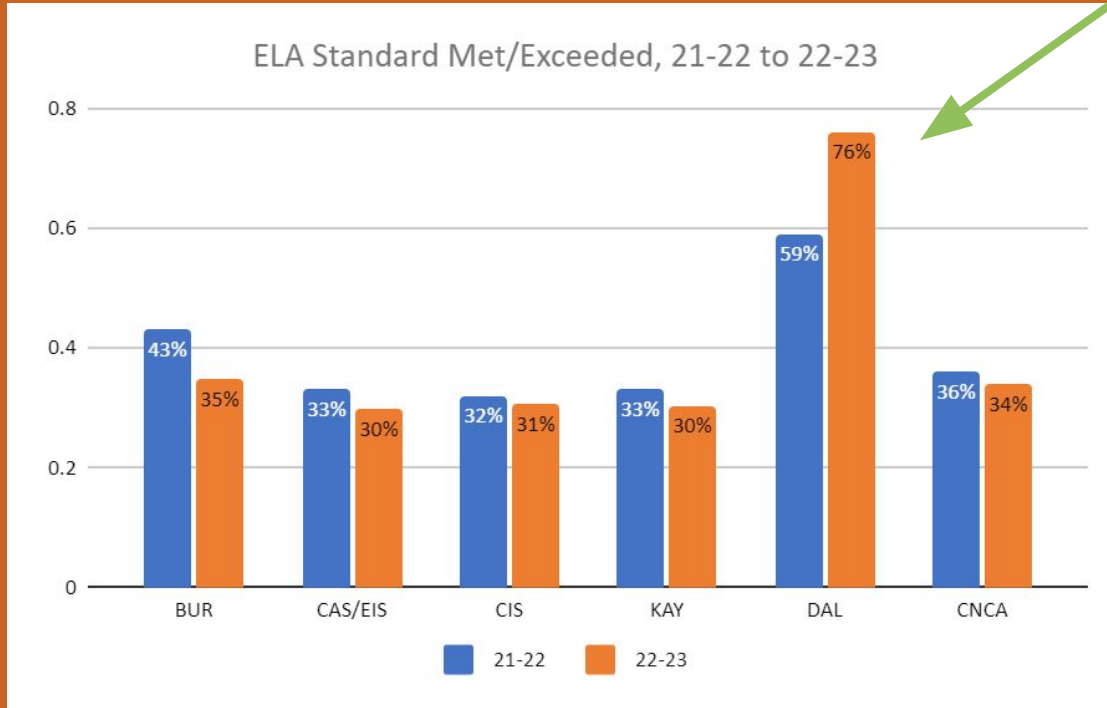
	2021-2022	2022-2023	Change
Bur ELA	43%	34%	-11%
Bur Math	31%	31%	0%
Cas-Eis ELA	33%	30%	-3%
Cas-Eis Math	18%	18%	0%
Cis ELA	32%	32%	0%
Cis Math	19%	17%	-2%
Dal ELA	59%	74%	+15%
Dal Math	19%	25%	+6%
Kay ELA	33%	29%	-4%
Kay Math	21%	15%	-6%

CAASPP Percent Met or Exceeded Standard 21-22 to 22-23

	2021-2022	2022-2023	Change
K-12 ELA	36%	34%	-2%
K-8 ELA	35%	31%	-4%
K-12 Math	22%	20%	-2%
K-8 Math	22%	20%	-2%



Bright Spot: 11th Grade ELA at DAL



76%
meets/exceeds
compared to
the state
average of 55%

Some Root Causes

1. Relationship building
2. Strong engagement in both classes

		E	IE
ELA	11	100%	82%
ELA	10	100%	83%

3. Teacher collaboration & content knowledge Both teachers have deep content knowledge of both their texts & their standards
4. School-wide focus on literacy for multiple years
5. After-school intervention

Bright Spot: Math Cohort Growth at BUR

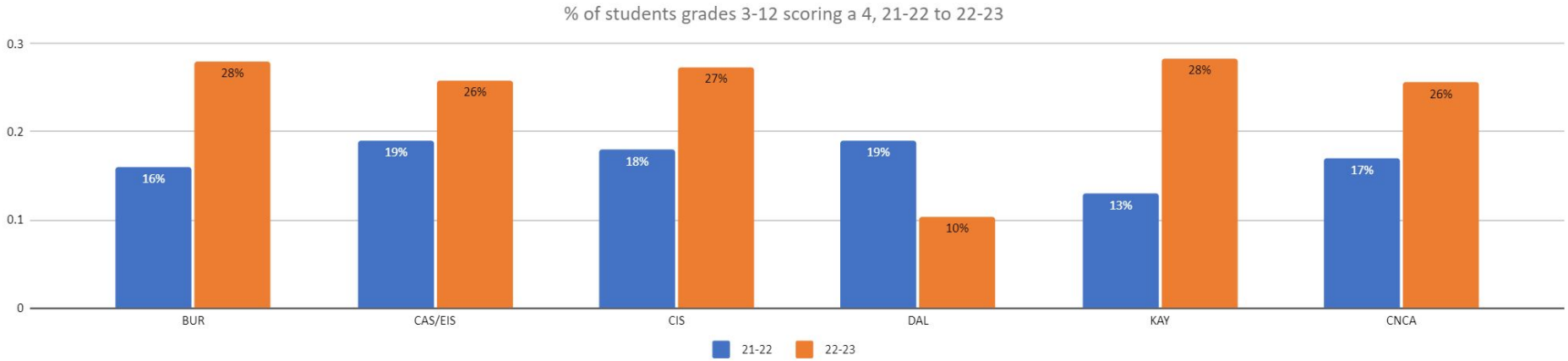
Burlington (Camino Nuevo Charter Academy) – Percent of Students						
Grade	21-22 E	21-22 M	21-22 T	22-23 E	22-23 M	22-23 T
Grade 3	14%	26%	40%	5%	20%	25%
Grade 4	5%	27%	32%	8%	24%	32%
Grade 5	9%	19%	28%	11%	25%	36%
Grade 6	8%	16%	24%	8%	23%	31%
Grade 7	10%	23%	33%	16%	17%	33%
Grade 8	8%	21%	29%	12%	18%	30%
Overall	9.1%	21.9%	31.0%	10.1%	20.9%	31.0%

9 percentage point increase for the cohort from 21-22 to 22-23

Some Root Causes

1. Collaboration & Collective Efficacy
2. Data driven
3. Laser Focus on Teaching a Full Year's Worth of Content
4. Deep Intellectual Preparation
5. Growth Mindset

Bright Spot: ELPAC Growth in Grades 3-8



Some Root Causes

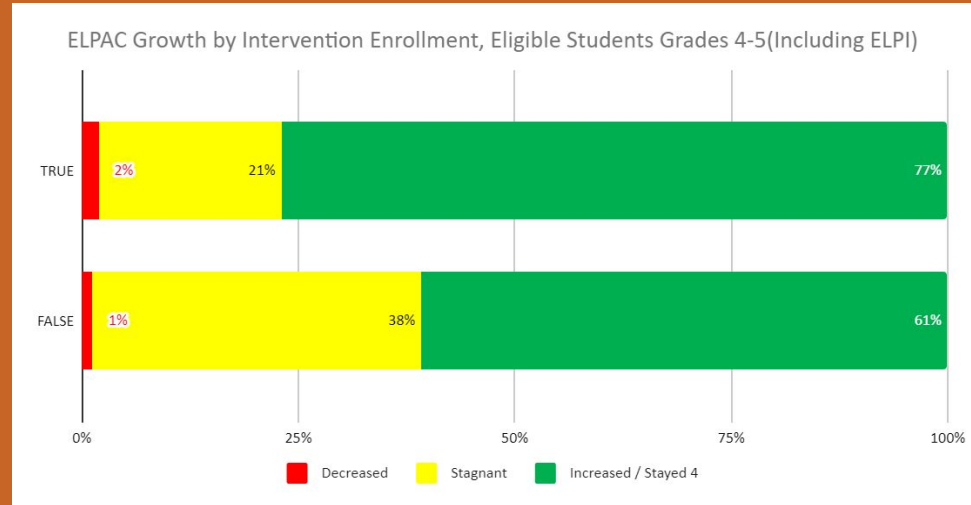
1. Knowledge Building ELA Curriculum

2. Discipline-Specific Vocabulary Instruction

a. ARC Intellectual Prep process that guides teachers toward language complexity

3. Instruction with Complex Text

4. ELD Intervention through ELO-P



Implications for 23-24

Maintain continuity

- There is a sense that we're on the right track in many ways; we're just not at the end goal yet
- Avoid initiative fatigue by not dramatically changing course



Elevate School Culture

- Adult and student culture building need to be called out more explicitly in our priorities, as well as supported more in our org-wide learning
- This is always true, and even more important in the context of our pandemic recovery



Set Multi-year Priorities

- Achieving excellence for all stakeholders – in a holistic, humanistic way – will take time
- One way to support sustainability and to build coherence is to set longer-term goals with one-year benchmarks

