



CAO Update CNCA Board of Directors

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Camino
Nuevo
Charter
Academy



December 2023



22-23 Math Achievement & Goal Setting

22-23 Math SBAC - by School



23-24 Goal Setting Process: Sample

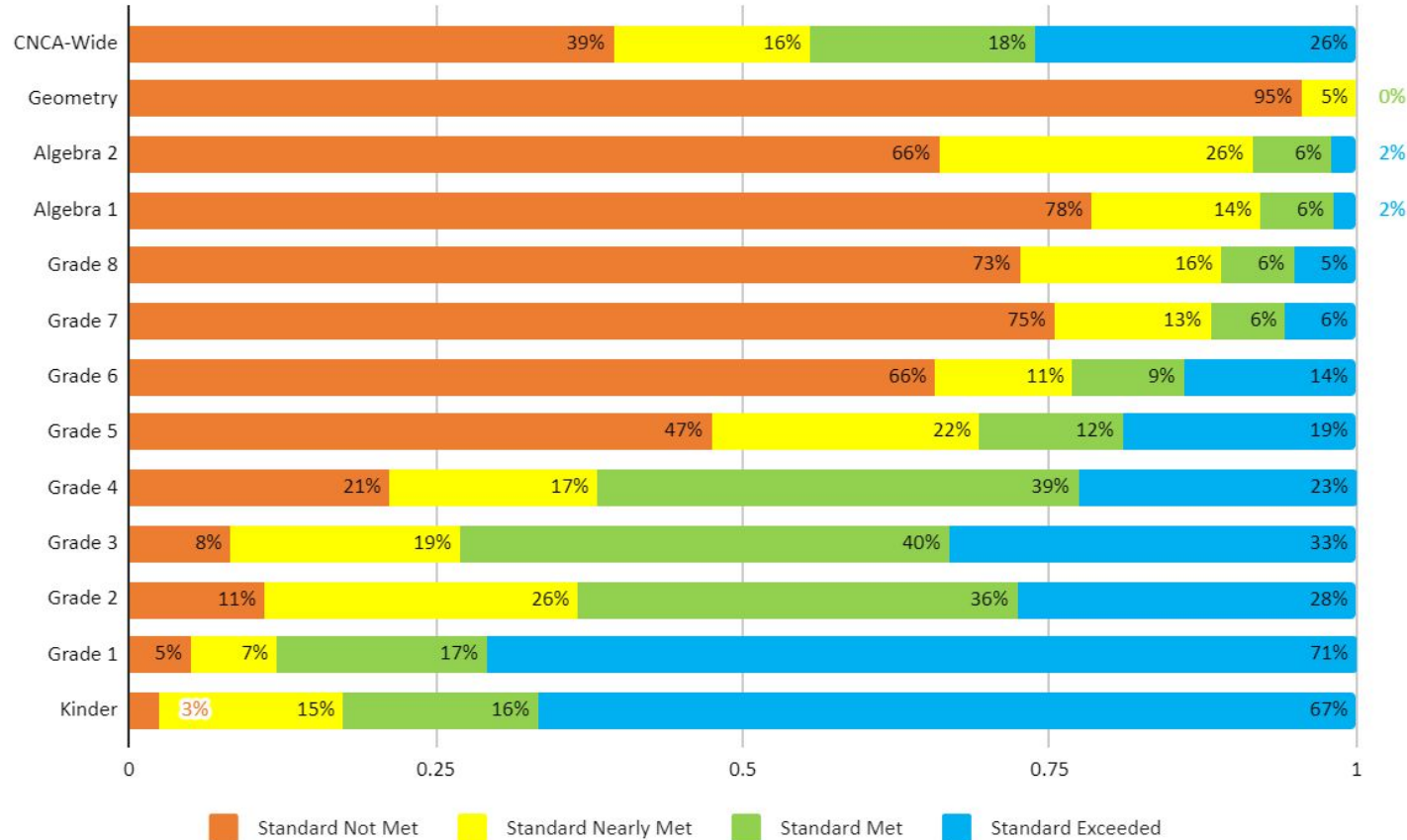
Grade Level	% M/E in 22-23	% Yellow/Green BOY iReady	Median Engagement (Week 6)	Goal % M/E for 23/24	Total Ss M/E (Goal) in 23-24	Currently Proficient in i-Ready	Number of Students to move from Yellow
3	25%	44%	100%	25%	15	3	12
4	32%	59%	95%	30%	18	8	10
5	36%	68%	93%	32%	20	15	5
6	31%	66%	93%	44%	27	12	15
7	33%	50%	90%	39%	23	12	11
8	30%	51%	90%	41%	25	8	17
Total	31%			34.60%	128		

23-24 Math SBAC Goals

School	22-23 Percent Met/Exceeded	23-24 Goal
BUR	31%	35%
KAY	15%	20%
CAS-EIS	18%	29%
CIS	17%	21%
DAL	26%	31%
Overall	21%	26%

Q1 Math Benchmark Data

CNCA Q1 Math Results by Grade Level



CNCA Q1 Math Results by Site





Data Response

Learning Leaders Lab: Data Meetings

Essential Question: To what extent is Tier 1 instruction effective, as evidenced by an analysis of both diagnostic iReady results and Q1 benchmark performance?

For example: If 45% of students in the grade were within a year of grade level at the beginning of the year, then about 45% of students should be meeting or exceeding the grade level standard on the benchmark. Are they?

Data Meeting Outcomes

- **Bright spot analysis:** Reflection with teachers and coaches to understand what contributed to better than expected outcomes, where applicable
- **Focus class/grade identification:**
 - ◆ Who needs increased support with intellectual preparation?
 - ◆ With student engagement?
 - ◆ With specific content knowledge?
- **Whole school communication:** Leaders collaborated around how to rally the school behind improved math outcomes



Q3 Intellectual Engagement Strategy



Q2 & Q3 Vision: Intellectual Engagement

Quarter Two

We engage in professional learning in order to ensure that teachers are planning for intellectual engagement, characterized by intellectual preparation that is grounded in the grade-level standards and CCSS-aligned shifts.



Quarter Three

By engaging students in intellectual preparation that is (a) grounded in the grade-level standards and CCSS-aligned shifts and (b) includes the CNCA Instructional Routine, we ensure that our students do the heavy lifting with grade-level content.

Q2 & Q3 Lags

Q2 Lags

- 80% of teachers participate in at least 5 learning spaces (PLC, PD, coaching) in Q2 that are focused on intellectual preparation that is grounded in the standards/shifts.
- 60% of classrooms demonstrate that 95% of students are engaged.
- 80% of “focus classroom” engagement improves to at least 85% or by 10 percentage points (whichever is greater) between Q1 and Q2



Q3 Lags

- 80% of teachers receive 5 cycles of standards-based professional learning; each cycle includes facilitated intellectual preparation, observation, and feedback
- 70% of classrooms demonstrate that 95% of students are engaged; in 50% of classrooms, 95% of students are *intellectually engaged* (doing the heavy lifting of grade-level content)
- Math and ELA student achievement scores (TBD based on Q2 results)

Q2 & Q3 Leads: Intellectual Engagement

Q2 Leads

- All Learning Leaders Schools & Role Team sessions for Principals and APIs provide leaders with learning related to standards and shift-aligned intellectual preparation
- All Leader Hub newsletters will include progress data on “focus teachers” engagement
- 80% of principal coaching sessions with Charles (or Charles-facilitated LT meetings) include a “focus teacher” touchpoint



Q3 Leads

- All Learning Leaders Schools & Role Team sessions for Principals and APIs provide leaders with learning related to standards and shift-aligned intellectual preparation
- All Learning Leaders Schools & Role Team sessions engage leaders in the CNCA Instructional Routine (Everybody Writes, Think-Pair-Share, Cold Call with No Opt Out)
- HSO Instructional Team conducts two Intellectual Engagement walks per site with site leaders, looking for evidence of high quality intellectual preparation that contributes to intellectual engagement