



1325 Palomas SE, Albuquerque, NM 87108

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www.cesarchavezcharter.net

"Si Se Puede!" "Yes It Can Be Done"

Cesar Chavez Community School Response to 2019 CSD Preliminary Analysis of Renewal Application and Site Visit

Cesar Chavez Community School agrees that we have shown strong overall Grades of C and have met and/or "demonstrated substantial progress" indicators in all areas. We have also addressed, in a timely fashion, any issues that were brought to our attention.

We would like to make one correction in the "Preliminary Analysis of Renewal Application and Site Visit" where it states, "However, council members were unaware of which individuals are members of the audit committee and if such committee has met recently." While one of the GC members said that he did get confused about which committee was the Audit Committee, the other GC member who was interviewed has asked us to correct this statement. She reported (in her words), "I listed the Audit members' names, Dan and another gentleman (Al), explained that Al retired last spring, that I knew his place on the audit committee hadn't been filled yet, and that I would be filling it. They [CSD site visitors] never asked me how often the audit committee met."

Regarding the Q1 category on the school report card, Cesar Chavez Community School has years of strong interim assessment data showing consistent growth for *all* students *averaging* (over past 4 years) 1.7 years growth for Reading and 1.4 years growth for Math.

Cesar Chavez Community School believes Q1 to be a flawed indicator, to quote Momentum Strategy and Research group's 5 Year Trend Analysis for New Mexico Sam School Accountability: "There are three indicator areas that are particularly problematic and in need of either revision or replacement by measures that are more effective at differentiating these specific schools. The three most ineffective measures in the SAM Report Card include: 1. Proficiency based measures (found in the Current Standing and School Improvement indicators) 2. Cohort based graduation rates, and 3. **Growth among each school's own bottom 25% performers (Q1)**. There seems to be systemic issues with this indicator. First, there is no evidence that PARCC can measure growth of very remedial students performing far below grade level. Second, it is worth noting that Cesar Chavez Community School "met and exceeded expected growth" in the Q1 indicator in Reading for 3 out of the past 4 years and still received an F grade in the category. Specifically, in the VAM model in 2017-18, CCCS students **exceeded expected growth** in Reading (represented as 0) by .41 for higher performing students and by .21 for lower performing students. In 2017-18, CCCS students just barely missed the goal of expected growth in Math (represented as 0) by .04. Averaged together, the math and reading growth still rises significantly above the expected growth (0) and yet the school still received an F in this category.



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We believe this indicator needs to be revisited and the VAM model needs to be reconsidered for SAM schools noting the issue that the model uses a bell curve theory that may automatically put SAM schools at serious disadvantage. (see also: <http://www.ldonline.org/article/50576/>). In fact, in its own ESSA approved plan, the NMPED acknowledges the inadequacy of the SAM Report Card at evaluation SAM Schools and has vowed to re-evaluate the system: “As noted above the charter school community and PED have agreed that the criteria to become a SAM school and the grade modifications for such schools are incomplete. PED will convene a group of stakeholders that will produce recommendations for a new state regulation. This will provide more clarity for all interested stakeholders and provide a more sustainable path forward.”

Part B of our application provides further context for unique best practices in meeting the needs of our very specific student population.