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“Si Se Puede!” “Yes It Can Be Done!”

Cesar Chavez Community School has been notified by Houghton Mifflin that they are phasing out their Reading Inventory assessment as of 8/31/2024. The school has been utilizing the Houghton Mifflin Reading Inventory for ELA and EL data collection. CCCS will now replace this assessment with the NWEA MAP Reading assessment. The scoring of both interim assessments correlate to the Lexile scale, which is the scoring measurement the school identified in its performance framework.

CCCS completed all August SCA testing on the Houghton Mifflin Reading Inventory before the transition. The phase out of Houghton Mifflin requires CCCS to replace its Short Cycle Reading Assessment tool for Winter of SY2024-25 and beyond with the NWEA MAP assessment. The school is confident that this transition will not disrupt its ability to track student interim assessment data because both interim assessments align with the Lexile table indicated on the school's performance framework.

In August 2024, CCCS met several times with support teams at Houghton Mifflin and NWEA to develop and prepare for a smooth transition plan and to meet our Performance contract goals. Please see our plan below.

#### **CCCS Plan for Short Cycle Assessment in Reading Transition**

1. **Mid-August to Mid-September 2024 CCCS will work with NWEA to implement the new NWEA MAP Reading assessment as a school wide Short Cycle Assessment.**
2. **Mid-September 2024 onward, CCCS will utilize NWEA MAP Reading assessment to ascertain a current Lexile score for all students. The Lexile score from NWEA MAP Lexile scores will work with our current Charter Contract goals.**

#### **Current CCCS Contract/Performance Framework Information**

1. Cesar Chavez Community School's goal and performance framework as detailed in its 2024-29 charter contract (see Contract page 2, 1.A.3, at link: [https://drive.google.com/file/d/1nXH6\\_JOf8qkX2dsgLF7OnMf-Az0p9gGv/view?usp=sharing](https://drive.google.com/file/d/1nXH6_JOf8qkX2dsgLF7OnMf-Az0p9gGv/view?usp=sharing)) **remains the same.**

**Supporting Document for Calculating Goals**

- The [support document](#) that details the calculating of goals will change from Houghton Mifflin Reading Inventory (highlighted in yellow below) to NWEA MAP Reading Assessment. All other information will remain the same, and should continue to align to universal Lexile scores.

See below for specific areas of the support document that will change from Houghton Mifflin to NWEA MAP Reading assessment:

<p>NMSA 22-8B-9.1, (1,2) student academic growth, Reading;</p>	<p>1.A.3.a Percent of Full Academic Year (FAY) students enrolled in grades 9-12, plus any non-FAY student who has taken at least two assessments, will demonstrate academic growth in reading on the <b>Houghton Mifflin Reading Inventory (Previously called Scholastic Reading Inventory)</b> as measured by either 1) earning a year-end proficient Lexile score in their grade level proficiency band or 2) improving by one grade band.</p>	<p>20 calculated by multiplying the percent that make the target by 20 using the scoring template. <b>(Scored using Houghton Mifflin Reading Inventory</b> Scoring Sheet tab of the 2.b CCCS Framework Template, "SRI Reading")</p>	<p><a href="#">LINK TO LEXILE TABLE</a></p>	<p><a href="#">Data will be pulled from Reading Inventory Growth Goals Report. Link to Sample Growth Goals Report</a></p>	<p>Numerator: # of FAY students with Lexile score at or above grade level # of non-FAY students with Lexile score at or above grade level # of FAY students without a Lexile score at grade level, who improved one or more grade levels # of non-FAY students without a Lexile score at grade level, who improved one or more grade levels</p>	<p>Denominator : # of FAY students # of non-FAY students with two or more assessments, per the testing company's guidelines</p>
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<p>NMSA 22-8B-9.1, (3) Subgroup performance and growth;</p>	<p>1.A.3.d Percent of FAY English Learner (EL) Students will improve their English proficiency as evidenced by a score of 4.7 or above on the ACCESS or a 5.0 or above on the AVANT test, or meet the grade level growth expectations on <b>Houghton Mifflin Reading Inventory</b>.</p>	<p>5 calculated by multiplying the percent that make the target by 5 using the scoring template. (Scored using EL Scoring sheet in the 2.b CCCS Framework Template, ["ELL" tab ACCESS or AVANT test report, showing proficiency or growth in <b>Houghton Mifflin Reading Inventory</b> Scoring Sheet)</p>	<p><a href="#">Link to NM Lexile by Grade Level Table</a></p>	<p>Data will be pulled from <b>Reading Inventory Growth Goals Report</b>, ACCESS Test Report, and/or AVANT test report.  Link to Sample Reading Inventory Growth Goals Report in Cell 5E  See also, NMPED EL Growth Chart linked in Cell 11D, slide 30.</p>	<p>Numerator: # of FAY English Learner (EL) students with a 4.7 or higher on ACCESS or 5 or above on AVANT test (depending on state requirement) # of FAY EL students who did not score a 4.7 or higher on ACCESS or 5 or above on AVANT, with Lexile score at or above grade level # of FAY students without a Lexile score at grade level and who did not score a 4.7 or higher on ACCESS or 5 or higher on AVANT, who improved with one year or more expected growth on the Houghton Mifflin Reading Inventory</p>	<p>Denominator: # of FAY English Learner students</p>
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