



New Mexico Public Education Commission (PEC)

School-Specific Goal Amendment Instructions

Purpose: To request a change to an existing Academic Performance Goal or School-Specific Goal.

Submission Deadline: The form must be approved prior to the change being implemented. Amendments completed 28 days prior to the next PEC meeting will be placed on the next agenda.

PEC Direction: Changes to Performance Goals will only be effective for the next school year and not approved mid-year unless the Commission determines that exceptional circumstances exist to warrant a mid-year change.

CSD will provide performance data (academic, organizational, and financial) for the contract term through the most recent annual report, including any outstanding compliance or investigations, and highlight information relevant to the amendment request.

The school must provide:

- ✓ Fully completed form
- ✓ Approved board minutes or certification of the vote taken by the board *(See Assurance)
- ✓ Rationale for the change, including the reason that the existing performance indicators does not presently provide an accurate assessment of the school's performance
- ✓ Proposed goal(s) including the following rating categories – Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards. Include measures and metrics, including percentages, for each rating category.
- ✓ Provide a short narrative, addressing how the proposed changes will affect: the curriculum, the methods of instruction, and assessments, or any additional information the school deems relevant to explain its rationale for request the change to its Performance Goals.
- ✓ Attached template or scoring sheet detailing what information will be collected, who is responsible, and how data will be aggregated. *see [2.a. Cesar Chavez Community School Goals for Option 3](#)

Contact charter.schools@ped.nm.gov with questions about completing or submitting documents.

School-Specific Goal Amendment Request Form

Submit this form and all supporting documents to charter.schools@ped.nm.gov

The Charter Contract was entered into by and between the New Mexico Public Education Commission (PEC) and Cesar Chavez Community School, hereafter "the school," effective on 7/1/2024.

The school requests consideration from the PEC to change the terms of its contract as follows: The interim assessment provider has phased out the Houghton Mifflin Reading assessment and replaced it with the NWEA MAP Reading Assessment. All other aspects of the goal and measurements remain the same.

Since the school cannot conduct its interim reading assessment without approval of this request, the school deems this as an exceptional circumstance, and asks that, once approved, is effective immediately.

The charter school contract academic goal(s) or school-specific goal(s) currently reads:

2.a. Cesar Chavez Community School Goals for Option 3:

<p>NMSA 22-8B-9.1, (1,2) student academic growth, Reading;</p>	<p>Goal: 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 Houghton Mifflin Reading Inventory (Previously called Scholastic Reading Inventory) as measured by either 1) earning a year-end proficient Lexile score in their grade level proficiency band or 2) improving</p>	<p>Weight: 20 calculated by multiplying the percent that make the target by 20 using the scoring template. (Scored using Houghton Mifflin Reading Inventory Scoring Sheet tab of the 2.b CCCS Framework Template, "SRI Reading")</p>	<p>Resource LINK TO LEXILE TABLE</p>	<p>Data will be pulled from Reading Inventory Growth Goals Report. Link to Sample Growth Goals Report</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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	by one grade band.					
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<p>NMSA 22-8B-9.1, (3) Subgroup performance and growth;</p>	<p>Goal: 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 Houghton Mifflin Reading Inventory.</p>	<p>Weight: 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 on Houghton Mifflin Reading Inventory Scoring Sheet)</p>	<p>Resource Link to NM Lexile by Grade Level Table</p>	<p>Data will be pulled from Reading Inventory Growth Goals Report, 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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The amendment requests that the PEC approve:

Replacement of Houghton Mifflin Reading Inventory with NWEA MAP Reading assessment in “2.a. CCCS Goals for Option 3” **of the school’s contract so that the academic goal(s) or school-specific goal(s) read(s):** Growth on **NWEA MAP Reading Assessment Lexile score** (see below)

2.a. Cesar Chavez Community School Proposed Goal for Option 3:

<p>NMSA 22-8B-9.1, (1,2) student academic growth, Reading;</p>	<p>Goal: 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 NWEA MAP Reading Assessment Lexile score (Previously called Scholastic Reading Inventory) 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>Weight: 20 calculated by multiplying the percent that make the target by 20 using the scoring template. (Scored using NWEA MAP Reading Assessment Lexile score Scoring Sheet tab of the 2.b CCCS Framework Template, "SRI Reading")</p>	<p>Resource LINK TO LEXILE TABLE</p>	<p>Data will be pulled from MAP Class Profile Report. Link to Sample MAP Class Profile Report</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>Goal: 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</p>	<p>Weight: 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</p>	<p>Resource Link to NM Lexile by Grade Level Table</p>	<p>Data will be pulled from MAP Class Profile Report, ACCESS Test Report, and/or AVANT test report. Link to Sample MAP Class Profile</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</p>	<p>Denominator: # of FAY English Learner students</p>
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	growth expectations on NWEA MAP Reading Assessment Lexile score	Framework Template, ["ELL" tab ACCESS or AVANT test report, showing proficiency or growth on NWEA MAP Reading Assessment Lexile score Scoring Sheet)		Report in Cell 5E See also, NMPED EL Growth Chart linked in Cell 11D, slide 30.	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 NWEA MAP Reading Assessment Lexile score	
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Rationale for the requested amendment, including detail as to why the existing goal should be changed: As of September 2024, Houghton Mifflin has replaced their Reading Inventory assessment with the NWEA MAP Reading assessment. The school has been utilizing the Houghton Mifflin Reading Inventory for ELA and EL data collection for interim Lexile growth. CCCS will now need to replace this assessment with the NWEA MAP Reading assessment. The scoring of both interim assessments correlate to the Lexile Table and scoring scale referenced in the “2.a. CCCS Goals for Option 3” document. Lexiles are a Universal Standard used by many assessments. Lexiles are a universal standard used by many interim assessment providers. Both Houghton Mifflin has teamed up with NWEA, both of whom have confirmed that the CCCS students’ Lexile growth will continue to be captured and measured seamlessly.

Effective Date: Effective immediately upon approval

Please describe how the effects of the proposed change will affect: the curriculum, the methods of instruction, and assessments, or any additional information the school deems relevant to explain its rationale for request the change to its Performance Goals: The school changing its interim assessment as indicated above. There is no change to the curriculum, the methods of instruction, or any other part of its performance goals.

The school's contract amendment is hereby submitted by:

Signature of School Representative:  **Date:** 9-18-2024

Signature of Governing Board Chair: 
[Anacellie Verde-Claro \(Sep 18, 2024 12:07 MDT\)](#) **Date:** 18/09/24

For PEC/CSD use only

PEC Meeting Date: Click or tap to enter a date.

Agenda: Regular required

The school's contract amendment was: Approved Denied (see transcript)

Electronic signature of PEC Chair: _____ **Date:** _____






CCCS A5-School-Specific-Goal-Amendment-9-27-2024.docx

Final Audit Report

2024-09-18

Created:	2024-09-18
By:	Tani Arness (tarness@cesarchavezcharter.net)
Status:	Signed
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"CCCS A5-School-Specific-Goal-Amendment-9-27-2024.docx" History

-  Document created by Tani Arness (tarness@cesarchavezcharter.net)
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-  Email viewed by Anacelie Verde-Claro (averdeclaro@hotmail.com)
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