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Charter Schools Division
Amendment Request Analysis

School Name: Cesar Chavez Community School

Date of Public Education Commission (PEC) Meeting: October 18, 2024

Cesar Chavez Community School requests PEC approval to amend the charter contract to reflect changes to the language of the school-specific Goals, as follows:

Replacement of Houghton Mifflin Reading Inventory with NWEA MAP Reading assessment in [section] “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[”].

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

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|--|---|--|---|--|--|---|
| NMSA 22-8B-9. 1, (1.2) student academic growth, Reading: | 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 | 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") | Resource LINK TO LEXILE TABLE | Data will be pulled from Reading Inventory Growth Report. Link to Sample Growth Goals Report | 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 | Denominator: # of FAY students # of non-FAY students with two or more assessments, per the testing company's guidelines |
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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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If approved, the charter school contract academic goal(s) or school-specific goal(s) will read:

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

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| <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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| NMSA 22-8B-9.1, (3) Subgroup performance and growth; | 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 | 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 | Resource Link to NM Lexile by Grade Level Table | Data will be pulled from MAP Class Profile Report, ACCESS Test Report, and/or AVANT test report. Link to Sample MAP Class Profile | 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 | Denominator: # of FAY English Learner students |
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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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School’s 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 interim assessment providers; under this amendment CCCS students’ Lexile growth will continue to be captured and measured seamlessly.

Effective Date: Effective immediately upon approval

School's description of 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.

CSD Recommendation:

CSD recommends approval of the requested amendment.