RYAN STEWART

SECRETARY DESIGNATE

MICHELLE LUJAN GRISHAM

GOVERNOR

Part A: Preliminary Data Report and Current Charter Contract Terms

Vista Grande High School

School Address: 213 Paseo Del Cañon E, Taos, NM 87571

Head Administrator: Isabelle St. Onge

Board President: Elizabeth Roth

Business Manager: Deanna Mooney

Authorized Grade Levels: 9-12

Mission:

Provide an authentic and challenging learning experience within a culturally inclusive, supportive environment, which motivates all students to develop to their fullest potential.

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools*. In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.
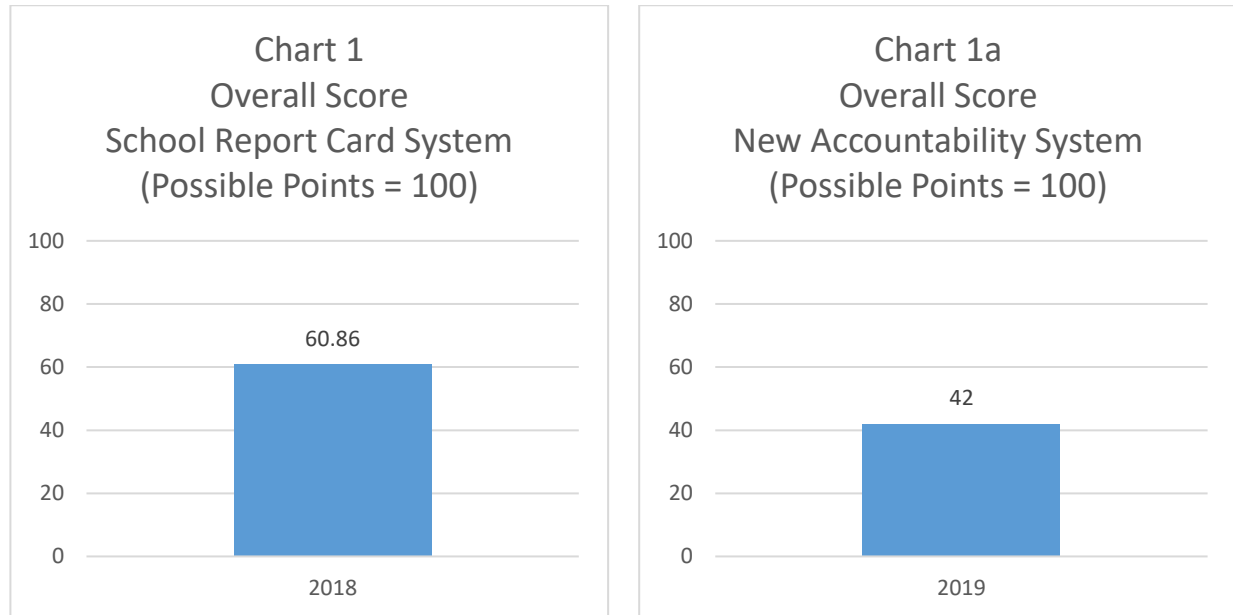
The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates,2) student achievement growth,3) English language proficiency and 4) other indicators of school quality that contribute to college and career readiness.

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years2017-2018 (under the A-F Grading System) with data was pulled directly from School Report Cards. For 2018-2019, the data from the NM System of School Support and Accountability Reports is also provided.

For 2020 and 2021, due to the COVID-19 health emergency school closures in Spring 2020 lasting through 2021, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, state assessment data is not available.

1a. Department's Standards of Excellence

Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2018-FY2019).

Chart 1
Overall Score
School Report Card System
(Possible Points = 100)

60.86

2018

Chart 1a
Overall Score
New Accountability System
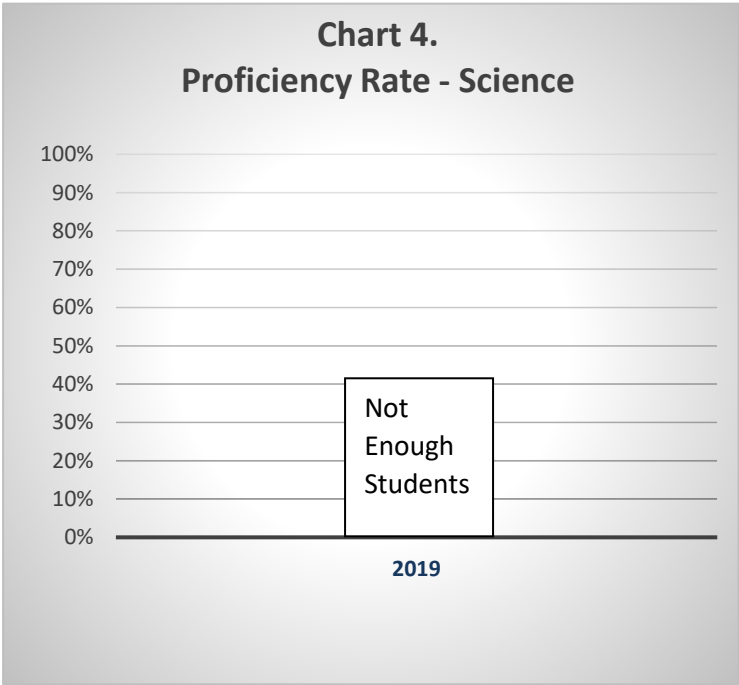(Possible Points = 100)

42

2019

Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** in each of the years in which state assessment data is available (FY2018-FY2019).
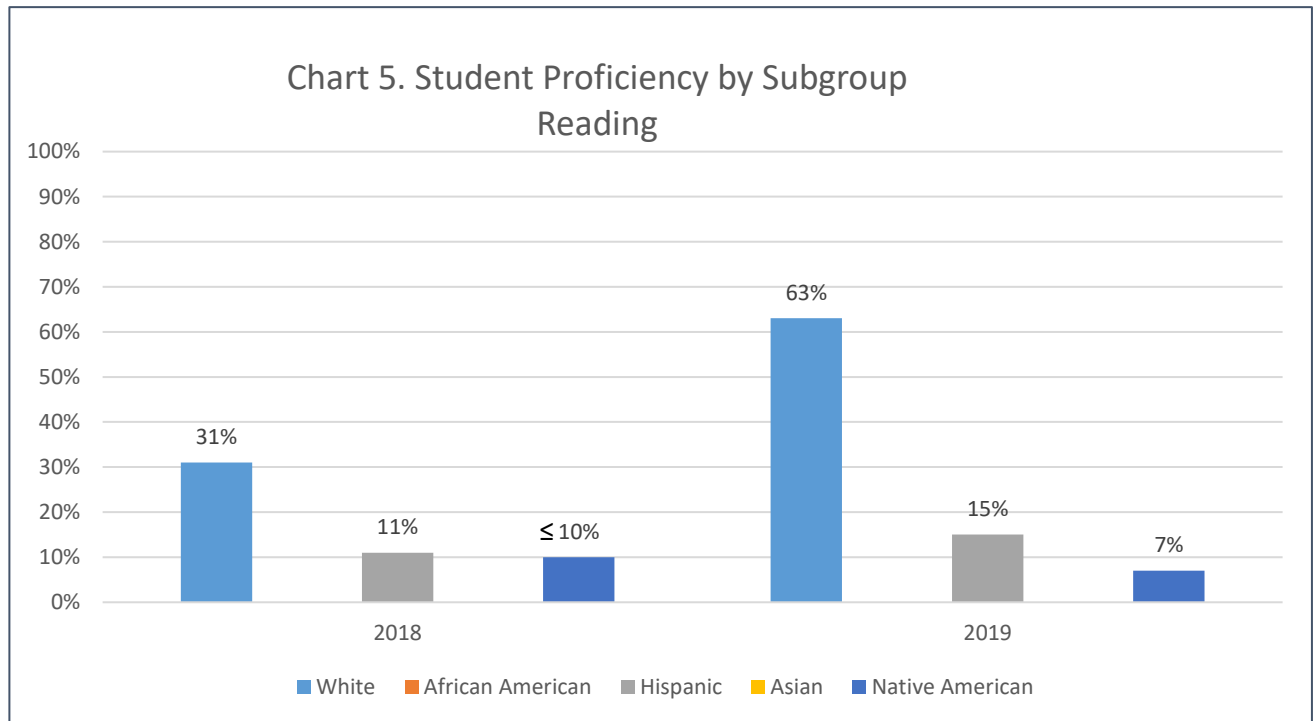
Chart 2.
Proficiency Rates ■ Reading ■ Math

14.0%   ≤ 5.0%   2018
19.0%   3.0%   2019
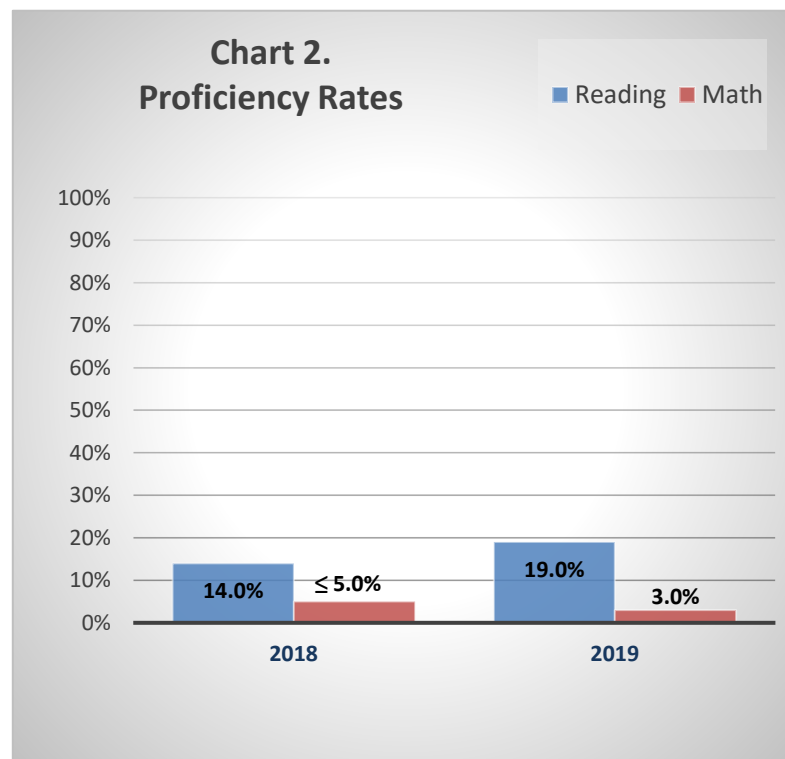
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are "on track" to achieve English Proficiency in their fifth year after being identified as an EL.

Chart 3.
English Learner Progess
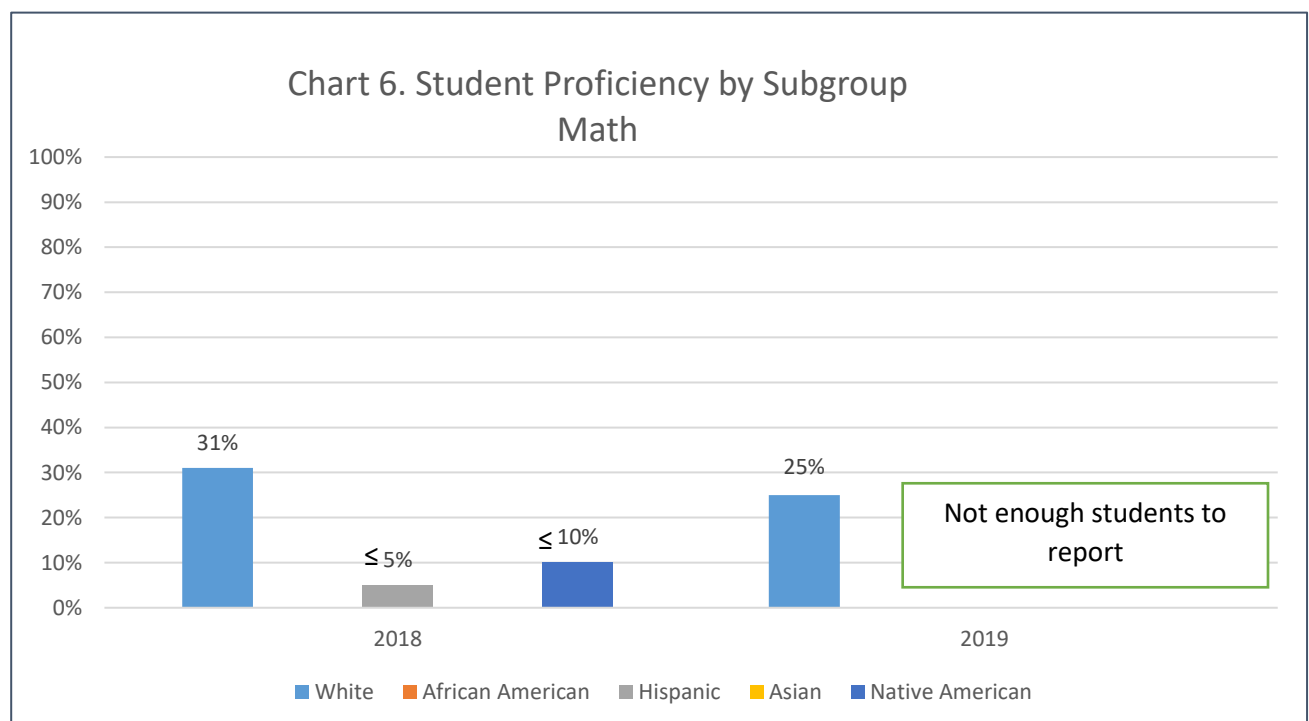**Toward Proficiency**

Not Enough Students
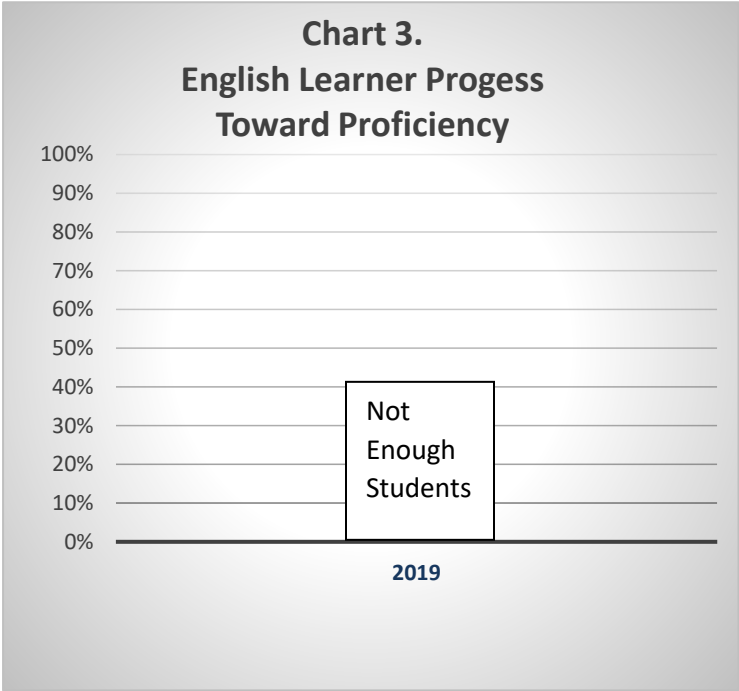
2019

Science Proficiency:. This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.
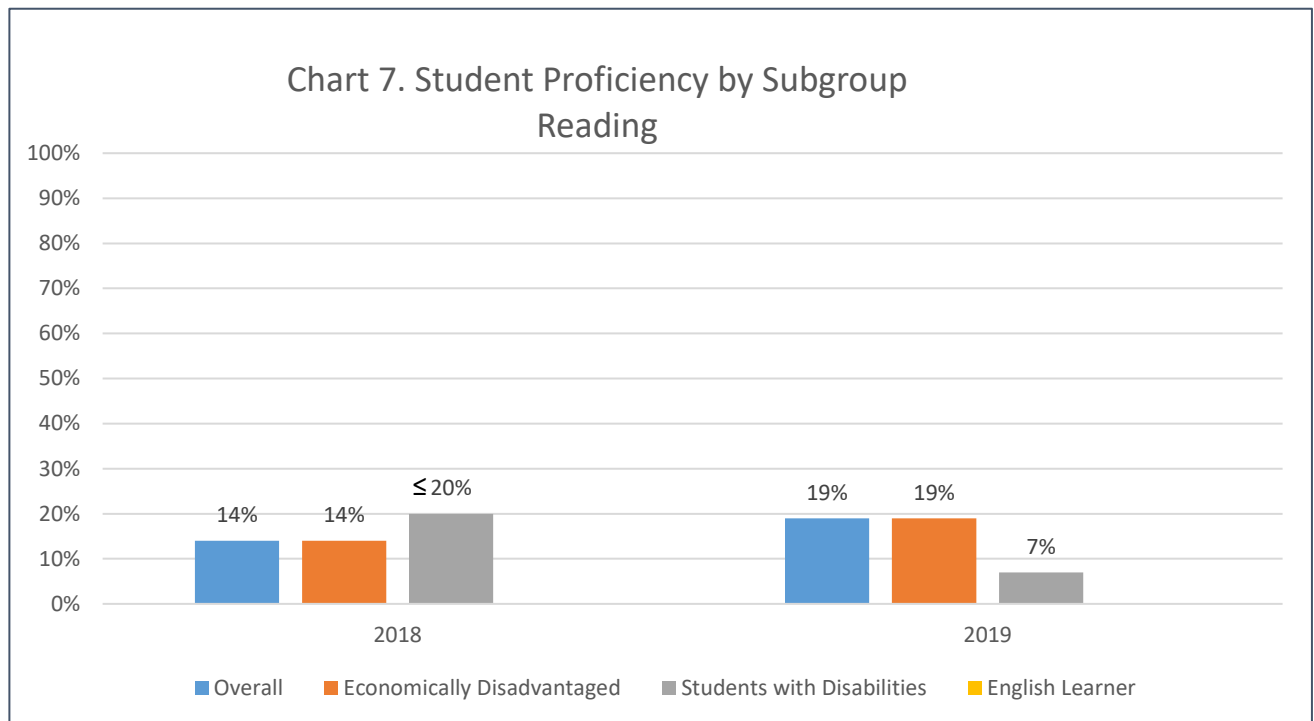
Chart 4.
Proficiency Rate - Science

Not Enough Students

2019

Race/Ethnicity Subgroups - Proficiency in Reading

Chart 5. Student Proficiency by Subgroup
Reading

31% (White, 2018)
11% (Hispanic, 2018)
≤ 10% (Native American, 2018)
63% (White, 2019)
15% (Hispanic, 2019)
7% (Native American, 2019)

Legend: White · African American · Hispanic · Asian · Native American

Race/Ethnicity Subgroups - Proficiency in Math

Chart 6. Student Proficiency by Subgroup
Math

31% (White, 2018)
≤ 5% (Hispanic, 2018)
≤ 10% (Native American, 2018)
25% (White, 2019)

Not enough students to report

Legend: White · African American · Hispanic · Asian · Native American

Other Subgroups - Proficiency in Reading

Chart 7. Student Proficiency by Subgroup
Reading

Overall ■ Economically Disadvantaged ■ Students with Disabilities ■ English Learner

Year	Overall	Economically Disadvantaged	Students with Disabilities
2018	14%	14%	≤20%
2019	19%	19%	7%

Other Subgroups - Proficiency in Math

Chart 8. Student Proficiency by Subgroup
Math

Overall ■ Economically Disadvantaged ■ Students with Disabilities ■ English Learner

| Year	Overall	Economically Disadvantaged	Students with Disabilities
2018	≤ 5%	≤ 5%	≤20%
2019	3%	3%	

High School Graduation Rates for the 4-year cohort

Please note that the data reported each year is for the prior year's cohort of students.

Chart 9
4-Year Graduation Rate

Vista Grande High | Statewide | Taos Municipal Schools

2018 (COHORT 2017): 78.4% | 71.1% | 68.3%
2019 (COHORT 2018): 67.7% | 73.9% | 72.3%
2020 (COHORT 2019): 53.0% | 75.0% | 71.7%
2021 (COHORT 2020): 65.8% | 76.9% | 69.3%
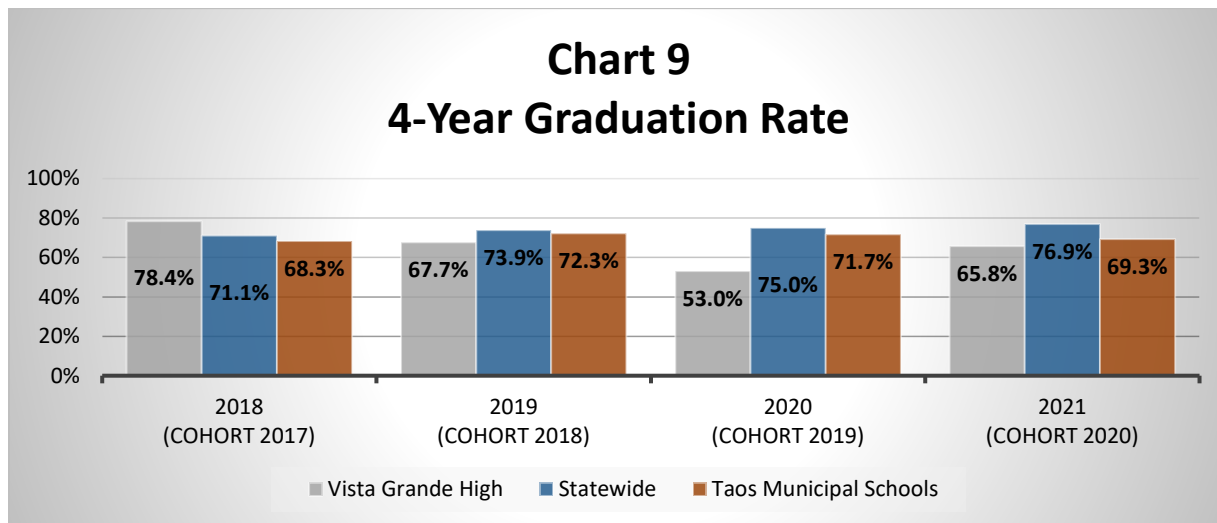
College & Career Readiness (CCR): This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark[1]. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9. Chart 14a illustrates the total *College and Career Readiness* (CCR) points earned during FY18. In subsequent years, (FY19 onward) PED began presenting *Participation* and *Success* separately. The separated data is given in charts 14b and 14c.

Chart 10a
College & Career Readiness Points
(Statewide Benchmark = 9.0 Points)

2018 — Vista Grande High: 11.2
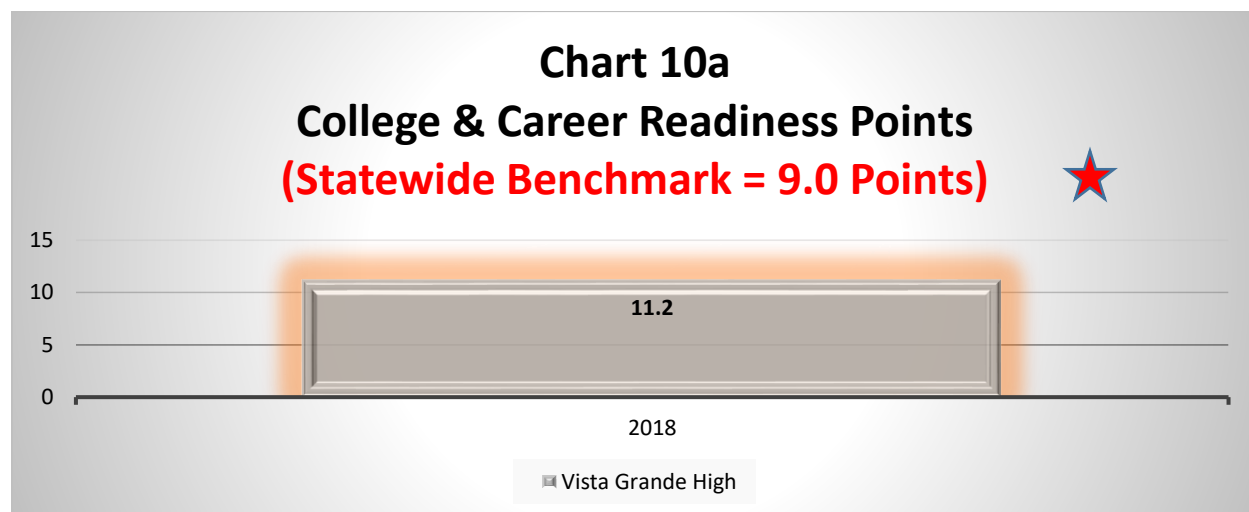
[1] *"New Mexico Vistas Technical Guide"* document for 2019 at:
https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/New-Mexico-Vistas-Technical-Guide-SY-2018-19.pdf

College & Career Participation: High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on the whether students participated in such activities.

Chart 10b
College & Career Participation
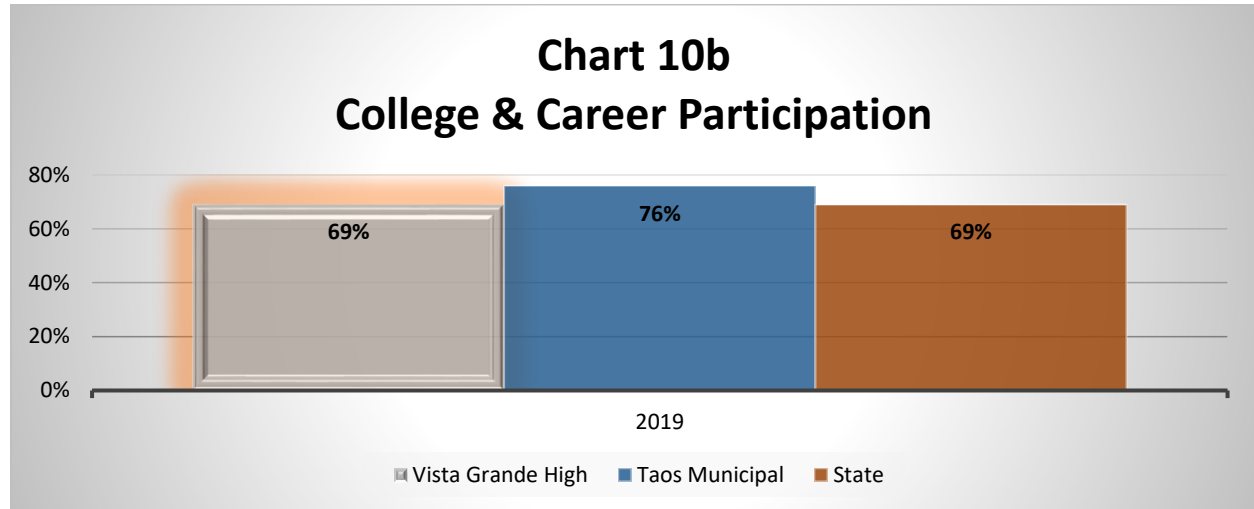
College & Career Success: High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on student success in these activities (as opposed to participation in these activities).

The CCR indicator is calculated in a valid, reliable, and consistent manner for all high schools statewide, with the number of students participating in CCR activities divided by the number of students in the high school cohort.

Chart 10c
College & Career Success
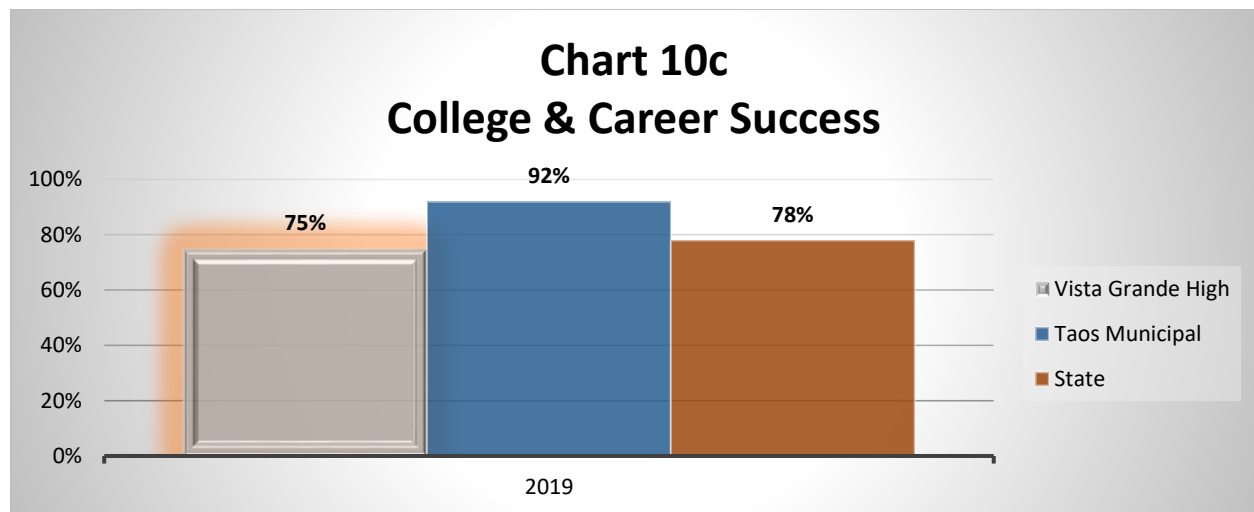
1b. Specific Charter Goals

This section includes analysis of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals / Mission Goals

This school has been district authorized

Figure 2. Progress towards Charter Specific Goals.[2]

	Goal 1	Goal 2
2018	N/A	N/A
2019	N/A	N/A

Due to the COVID-19 health emergency school closures in Spring 2020 lasting through 2021, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, data is not available for 2020 or 2021.

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[2] Charter Specific Goals are referred to as "*Mission-Specific Indicators*" or "*Performance Indicators*" in the school's contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

Chart 11. Attendance Rates
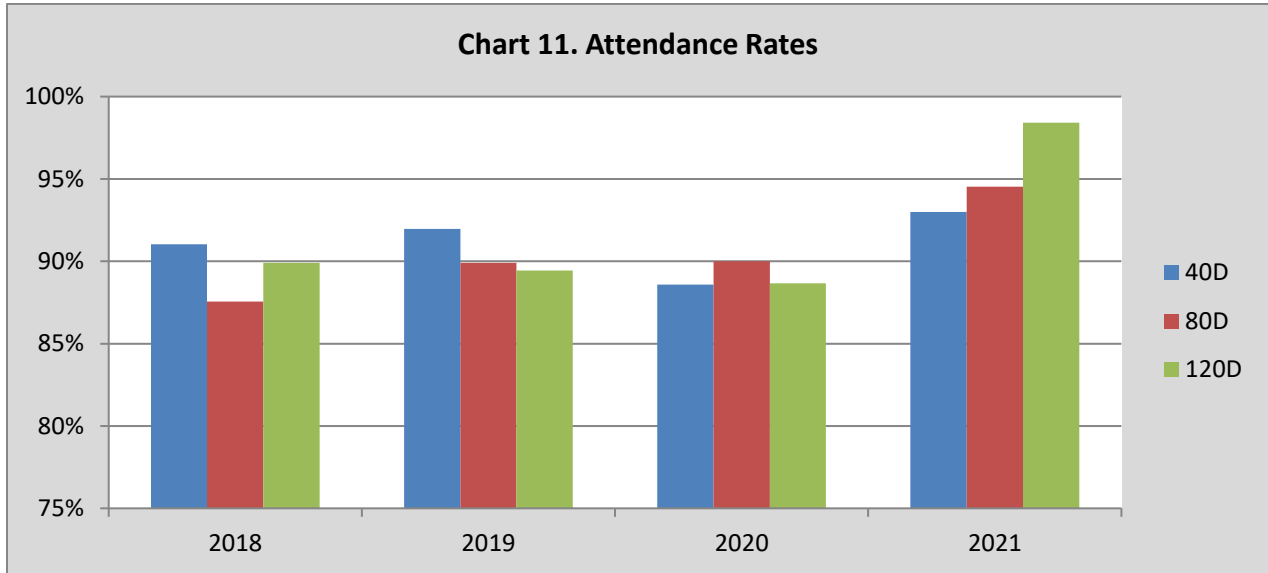
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary

Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Chart 12. Student Membership -
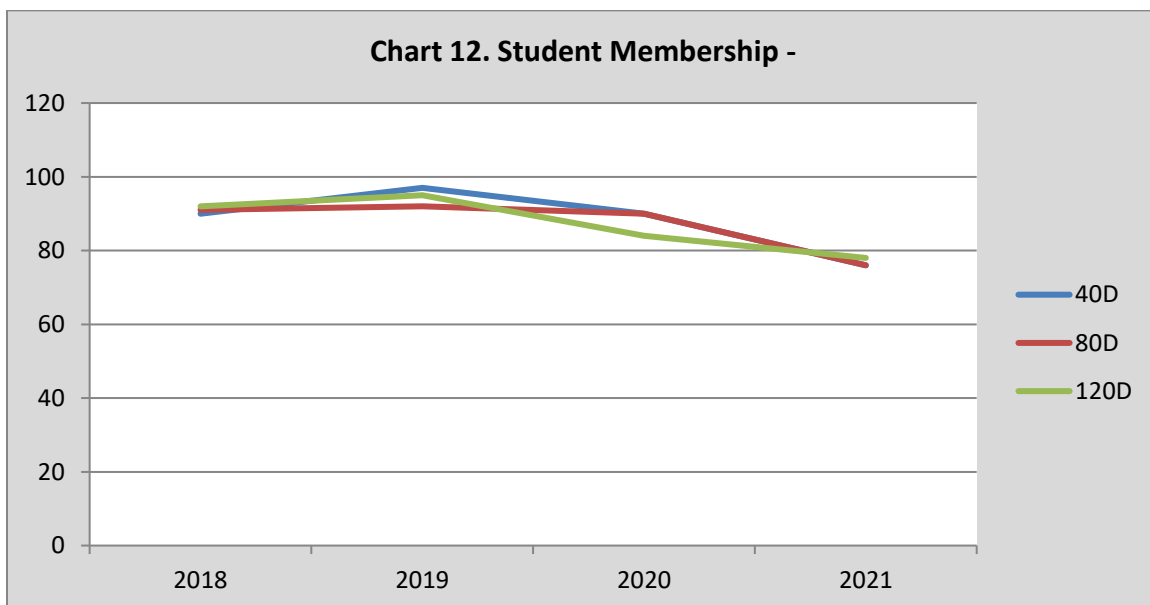
Source: STARS → District and Location Reports → General Reports → Enrollment by district by location by grade

Enrollment by Race/Ethnicity
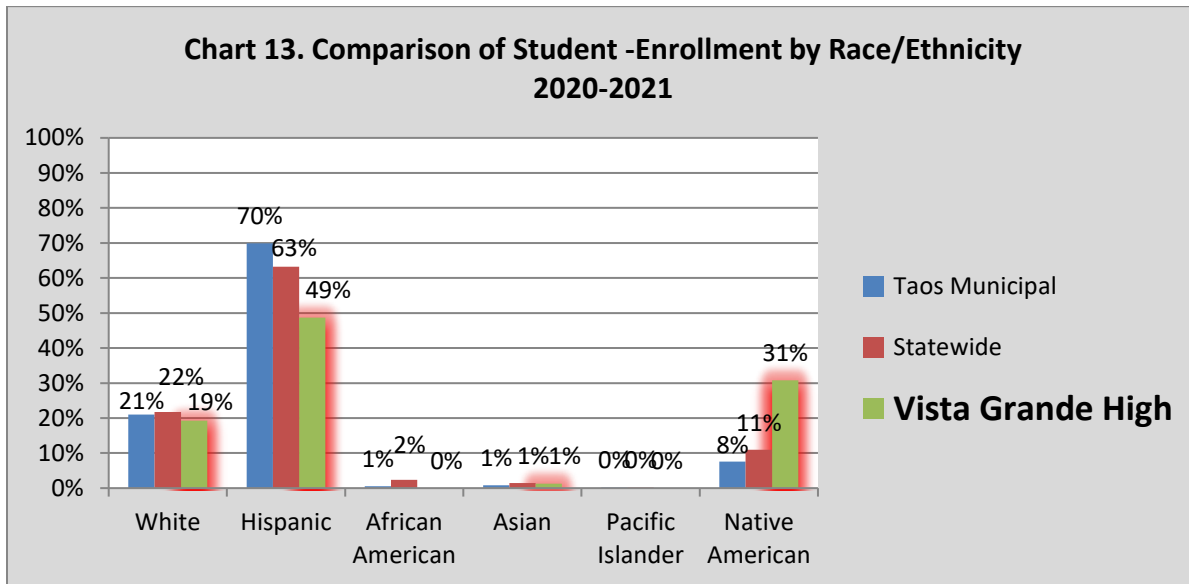
Chart 13. Comparison of Student -Enrollment by Race/Ethnicity 2020-2021

Source: STARS →District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups
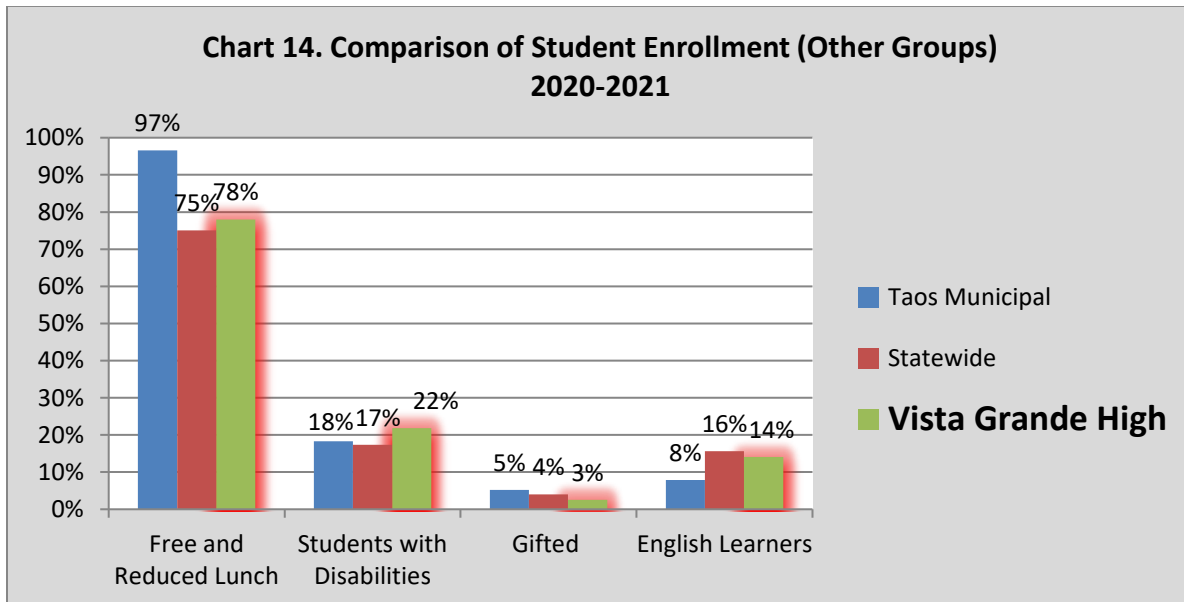
**Chart 14. Comparison of Student Enrollment (Other Groups) 2020-2021**

Source: STARS →District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages
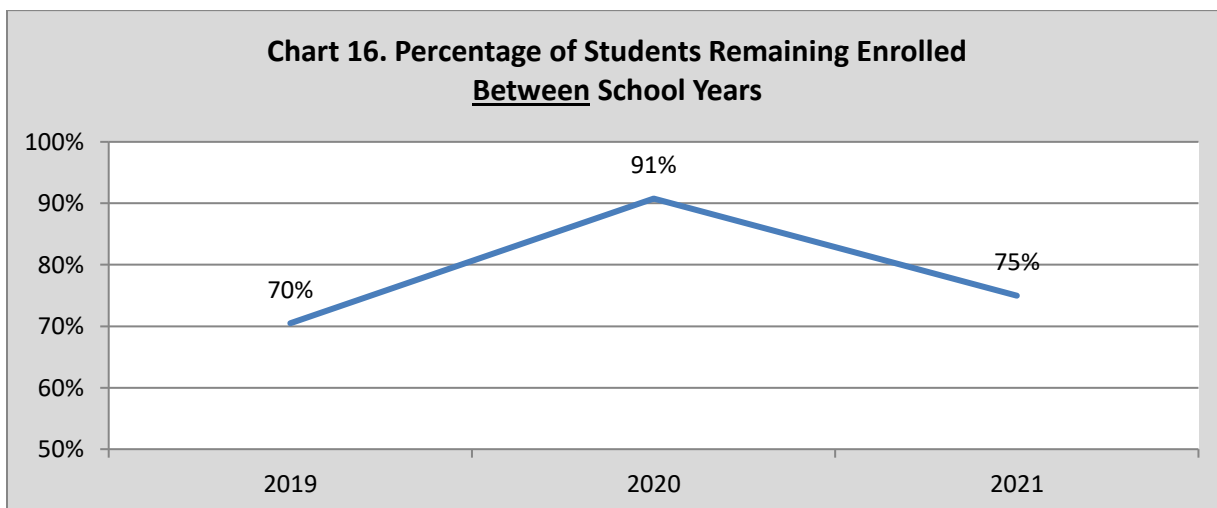
Retention and Recurring Enrollment

In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated <u>within-year retention rates</u> to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

Chart 15. Percentage of Students Remaining Enrolled <u>Within</u> the School Year

87%   83%   81%

| | 2018 | 2019 | 2020 |
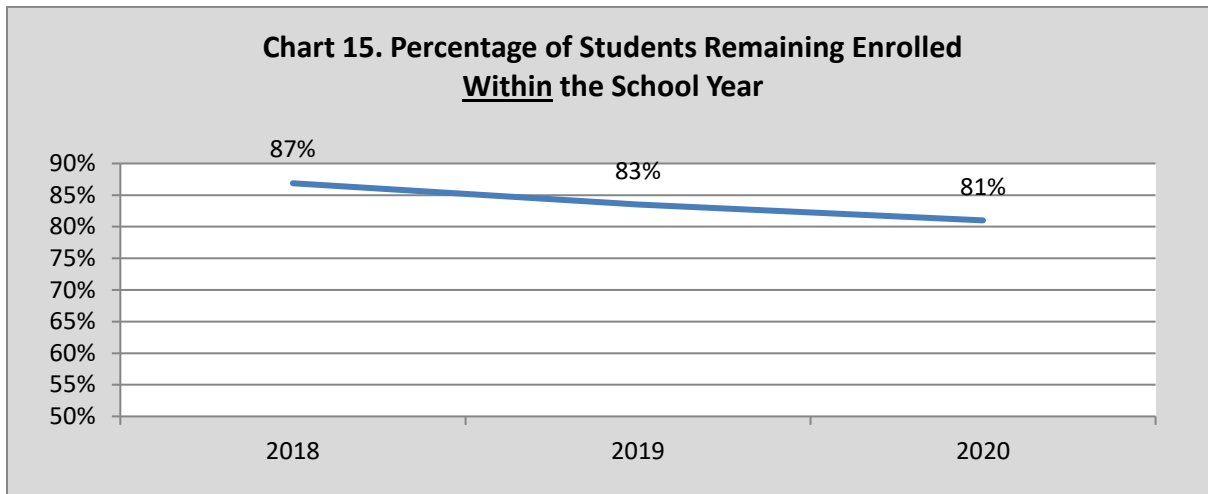
Source: STARS →District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate <u>recurrent enrollment</u> as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

Chart 16. Percentage of Students Remaining Enrolled <u>Between</u> School Years

91%   75%   70%

| | 2019 | 2020 | 2021 |

Source: STARS →District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2017-2018 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.

Chart 17. Teacher Retention Rate
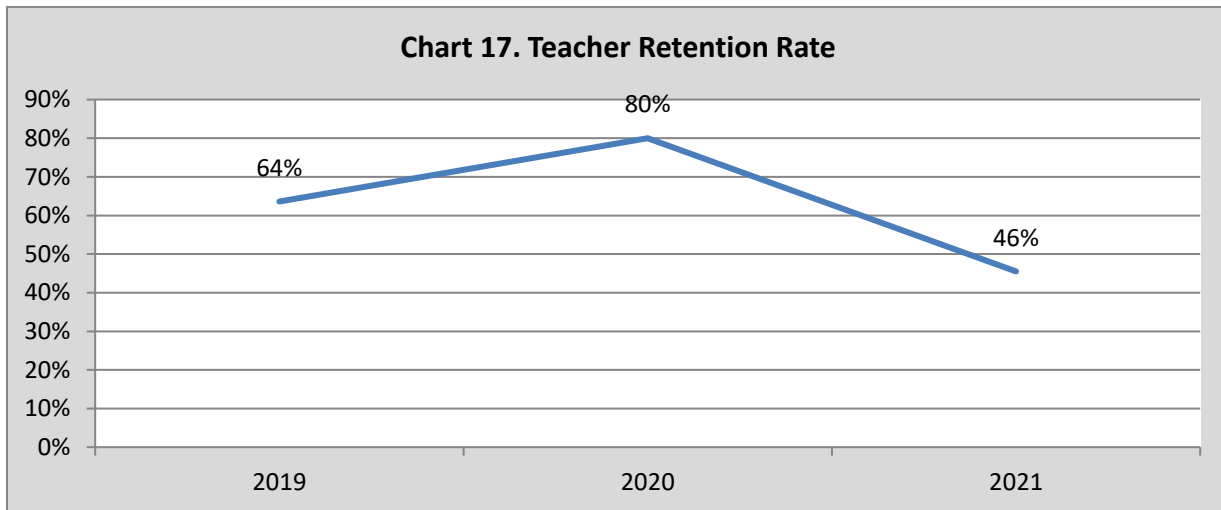
Source: STARS →State Reports → Staff Reports →Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audits

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY20			
FY19	2	0	0
FY18	1	0	0

Summary of Most Recent Fiscal Report

In FY20, the school received the following audit finding:

Not available for review

2b. Board of Finance

The school's Board of Finance was never suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

3b. Organizational Performance Framework

This school has been district authorized

3c. Governing Body Performance

The school has 6 members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Board Member Name	Position	Training Hours Completed	Training Hours Required
Elizabeth Roth	President	7	6
Eleanor Romero	Vice President	9	6
Shona Mares-Bond	Secretary	9	6
Harold Cordova		6	6
Mark Goldman		9	6
Sonya Silva-Baca		10	10

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.