



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

ARSENIO ROMERO, Ph.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

### Charter Schools Division 2021-22 Annual Report

**School Name:** Taos International School

**School Address:** 118 Este Es Road Taos, NM 87571

**Head Administrator:** Nadine Vigil

**Governing Board Chair:** Clifford Johnson

**Business Manager:** Ryan Fox

**Authorized Grade Levels:** K-8

**Authorized Enrollment:** 360

**2021-22 End of Year Enrollment:** 175

**Contract Term:** 2021-2026

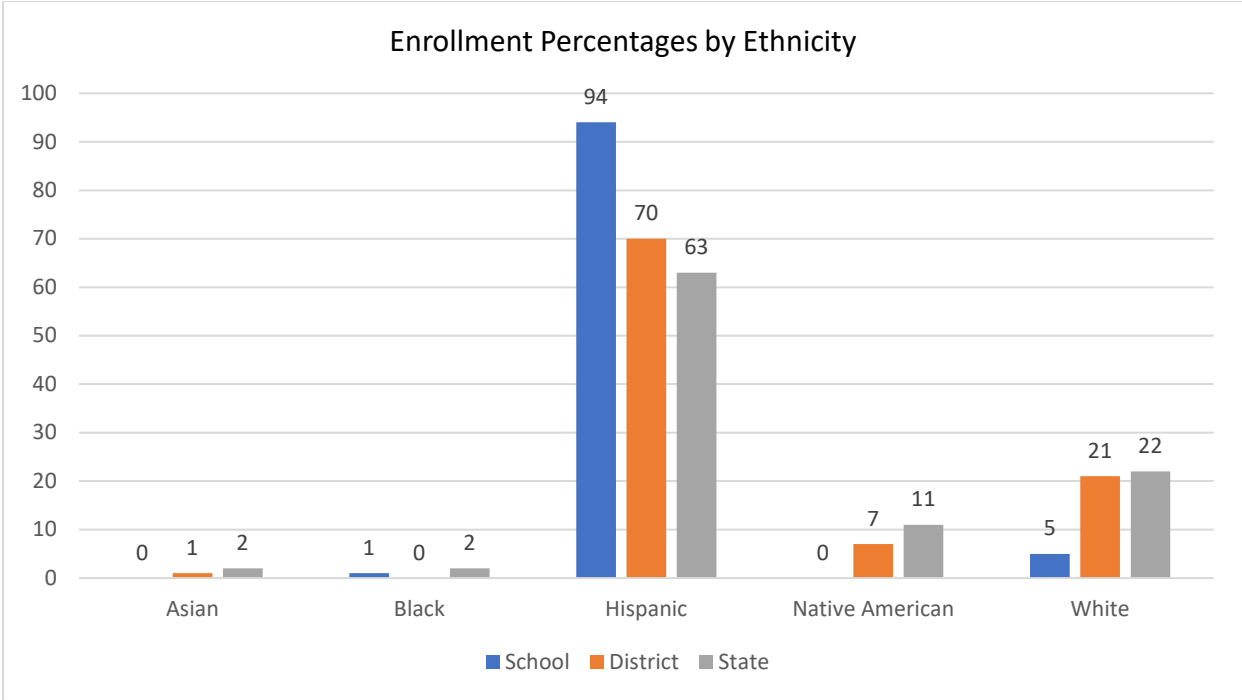
**Mission:** We at Taos International School through inquiry-based learning will acquire languages and the academic and social skills necessary to function in our local, national, and international community.

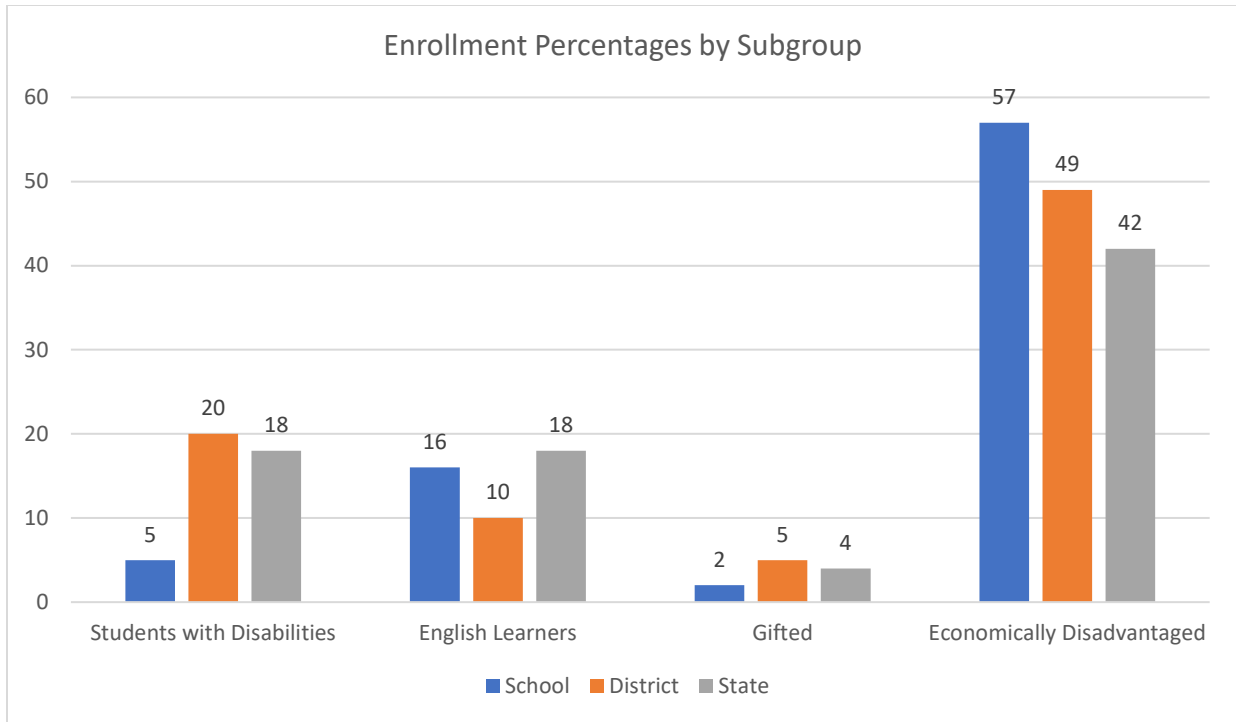
### About the School

Taos International School is a state-authorized charter school that was founded in 2014 in Taos, New Mexico. The school serves students grades K-8 and has a total enrollment of 175 students. The school utilizes International Baccalaureate (IB), inquiry-based learning to support students in acquiring languages and the academic and social skills necessary to function in our local, national and international community. As an IB school, Taos International School applies the "Middle Years Programme" to prepare students for student-centered inquiry-based learning.

The school also has a strong emphasis on language development. Taos International School provides a 50-50 Dual Language model for all students K-3 grade. Upon entering 4th-grade, students progress into the Heritage Language Program. This program is scaffolded for Heritage Language development through 8th grade, where students are exposed to community-based learning opportunities to further develop their language skills.

**Demographics as reported in STARS 2021-22 End of Year (EOY)**





## Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	24
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	90
<b>Overall Academic Score: average of Indicators 1 and 3</b>	<b>57</b>

## State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

**Taos International School** ranked above **21.5%** of elementary and middle schools statewide.

The school received a designation of **Traditional Support School**.

## Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		<p>Examples:</p> <p>In a group of 17 students, if the proficiency was 3% the chart would show <math>\leq 20\%</math> and if it was 98% it would show <math>\geq 80\%</math>.</p> <p>In a group of 59 students, if the proficiency was 3% the chart would show <math>\leq 5\%</math> and if it was 98% the chart would show <math>\geq 95\%</math>.</p>
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

Subgroup Proficiencies			
	Reading	Math	Science
All	$\leq 20\%$	*****	*****
Asian			
Black			
Hispanic	$\leq 20\%$	*****	*****
Native			
White			
SwD	*****		
EL	*****		
FRL	$\leq 20\%$	*****	*****

**English Learner Progress toward Proficiency: 8%**

### Mission-Specific Goals

**Goal 1:** 75% or more of students in the Middle Years Programme (MYP), grades 6-8 enrolled on the 40th and 120th day, will score a “substantial” (level 5-6) on the presentation of the community project or service-learning project.

Performance Level	Target	Points
Exceeds Standard	85% or more of students in the Middle Years Programme (MYP), grades 6-8 enrolled on the 40th and 120th day, will score a “substantial” (level 5-6) on the presentation of the community project or service-learning project.	100
Meets Standard	75% or more of students in the Middle Years Programme (MYP), grades 6-8 enrolled on the 40th and 120th day, will score a “substantial” (level 5-6) on the presentation of the community project or service-learning project.	75
Does Not Meet Standard	51% or more of students in the Middle Years Programme (MYP), grades 6-8 enrolled on the 40th and 120th day, will score a “substantial” (level 5-6) on the presentation of the community project or service-learning project.	25
Falls Far Below Standard	Fewer than 51% of students in the Middle Years Programme (MYP), grades 6- 8 enrolled on the 40th and 120th day, will score a “substantial” (level 5-6) on the presentation of the community project or service-learning project.	0

**Rating:** Meets Standard (80%)

**Goal 2:** 75% or more of students in the Primary Years Programme (PYP), grades K-5 enrolled on the 40th and 120th day, will score an “achieving” overall average per student on the project rubrics for the annual portfolio.

Performance Level	Target	Points
Exceeds Standard	85% or more of students in the Primary Years Programme (PYP), grades K-5 enrolled on the 40th and 120th day, will score an “achieving” overall average per student on the project rubrics for the annual portfolio.	100
Meets Standard	75% or more of students in the Primary Years Programme (PYP), grades K-5 enrolled on the 40th and 120th day, will score an “achieving” overall average per student on the project rubrics for the annual portfolio.	75
Does Not Meet Standard	51% or more of students in the Primary Years Programme (PYP), grades K-5 enrolled on the 40th and 120th day, will score an “achieving” overall average per student on the project rubrics for the annual portfolio.	25

Falls Far Below Standard	Fewer than 51% of students in the Primary Years Programme (PYP), grades K-5 enrolled on the 40th and 120th day, will score an “achieving” overall average per student on the project rubrics for the annual portfolio.	0
--------------------------	--	---

**Rating:** Exceeds Standard (100%)

### Organizational and Financial Performance Framework

**2021-22 Overall Rating: Meets Standard**

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

Taos International School	2021-22
<b>Organizational and Financial Performance</b>	
1a Mission and Educational Program	Meets Standard
1b State Assessment Requirements	Working to Meet Standard
1c Rights of Students with Disabilities	Meets Standard
1d Rights of English Learners	Meets Standard
1e Meeting Program Requirements	Meets Standard
1f NM DASH Plan	Meets Standard
2a Financial Reporting and Compliance	Meets Standard
2b Accounting Principles	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard
2d Managing Grant Funds	Working to Meet Standard
2e Staffing for Fiscal Management	Meets Standard
2f Internal Controls	Meets Standard
3a Governance Requirements	Meets Standard
3b Nepotism, Conflict of Interest	Meets Standard
3c Reporting Requirements	Meets Standard
4a Rights of All Students	Meets Standard
4b Attendance and Retention	Working to Meet Standard
4c Staff Credentialing	Meets Standard
4d Employee Rights	Meets Standard
4e Background Checks, Ethics	Meets Standard
5a Facilities	Meets Standard
5b Transportation	N/A
5c Health and Safety	Meets Standard
5d Handling Information	Meets Standard

### Explanation of 2021-22 Indicator Ratings

- 1.b. ACCESS participation 90%. Target is 95% for all assessments.
- 2.b. Finding 2021-001 Material Weakness.
- 2.d. Community schools implementation grant.
- 4.b. 93% Attendance EOY.