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SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

**Charter Schools Division  
2022-23 Annual Report  
February 8, 2024**

**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

**Grade Levels Served:** K-8

**Authorized Enrollment Cap:** 418

**2022-23 End of Year Enrollment:** 160

**Contract Term:** 2021-2026

**Waivers:** none

**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.

**Educational Program:**

5.1.1 Implementation of International Baccalaureate ("IB") Standards and Principles for the School's Primary Years Programme. This will be evaluated for compliance through reports issued by the IB Organization.

5.1.2 Implementation of IB Standards and Principles for the School's Middle Years Programme. This will be evaluated for compliance through reports issued by the IB Organization.

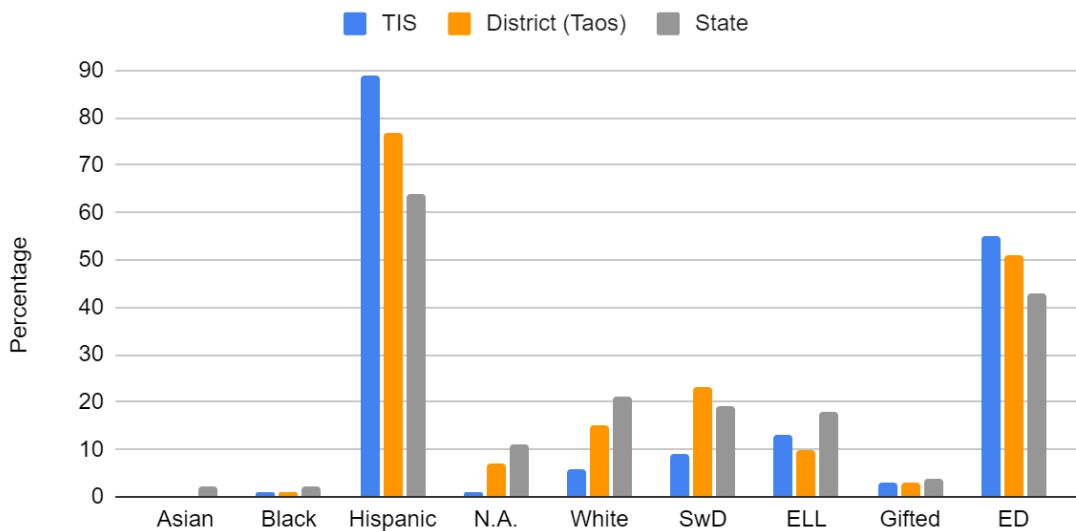
5.1.3 Implementation of Inquiry-Based Learning through student-centered lessons as evidenced by unit planners.

5.1.4 Implementation of Dual Language 50/50 model K-3rd grades as evidenced by a Department annual report or in the absence of a state-funded program evidenced by daily schedule of classes.

5.1.5 Implementation of Heritage Model in grades 4-8, as evidenced by a Department annual report or, in the absence of a state-funded program, evidenced by daily schedule of classes.

### Demographics as reported in STARS 2022-23 End of Year (EOY)

#### Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

## Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	41
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	87.5
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>64.25</b>

### State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school's academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
  - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
  - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
  - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
  - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

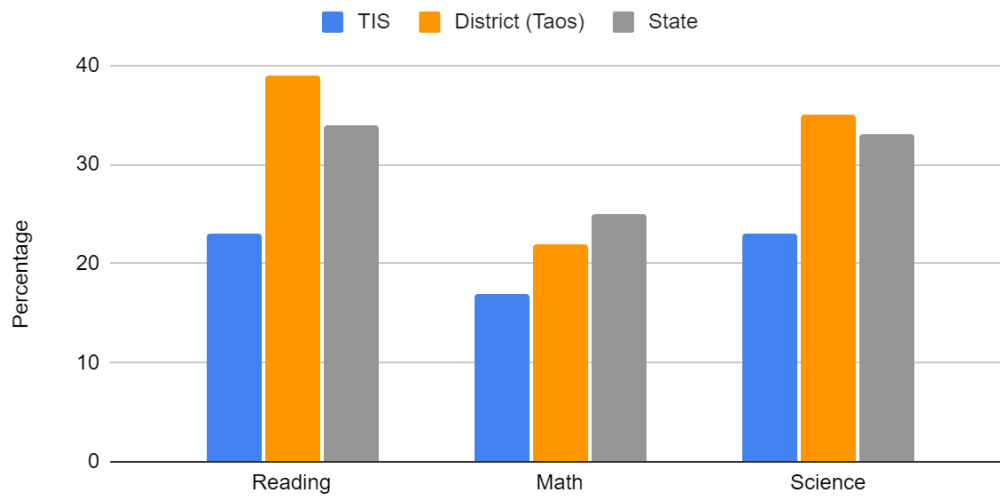
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Taos International School** received a designation of **Traditional**.

## Proficiency

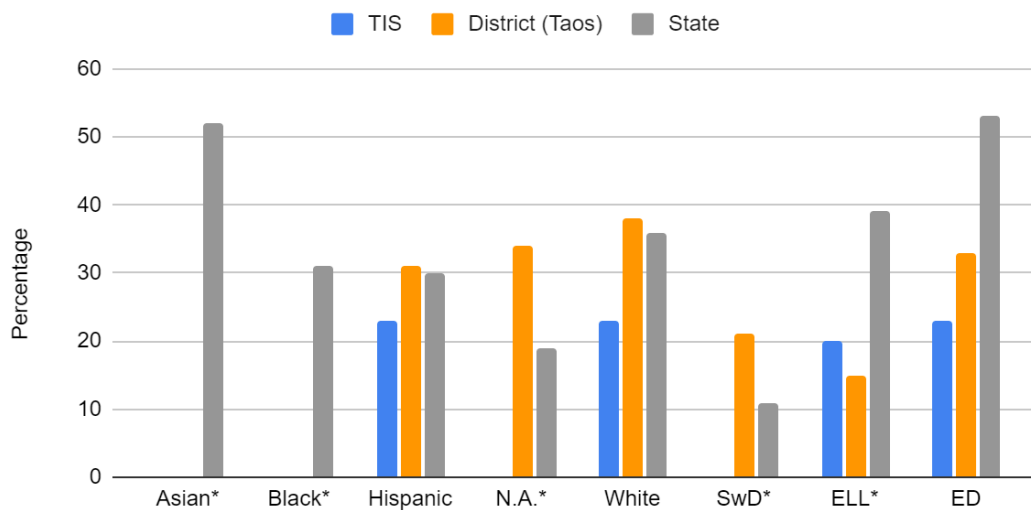
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

### Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

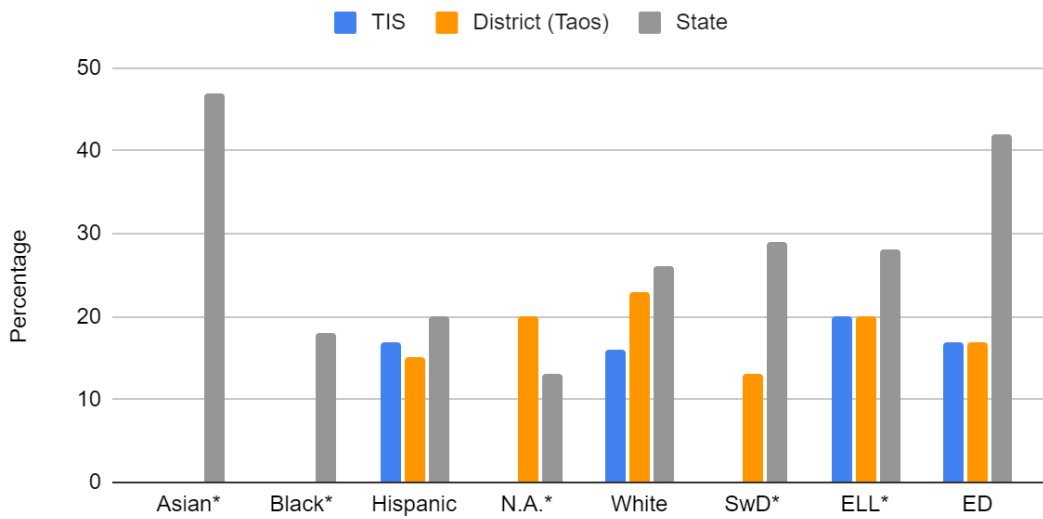
### Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school or district. English language learner population also masked, ≤20% in reading.

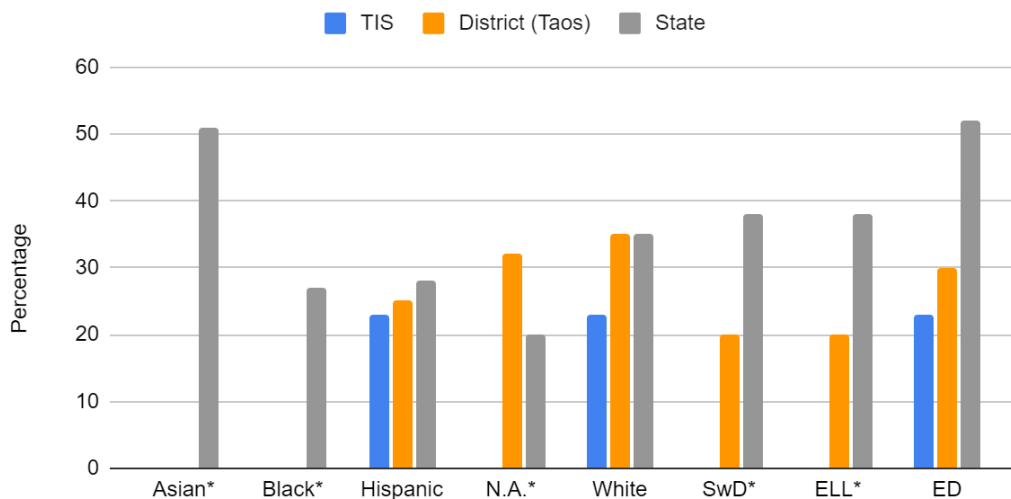
## Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school or district. School's English language learner population also masked,  $\leq 20\%$  in math. District populations: Native American, English language learners masked,  $\leq 20\%$ .

## Percent Proficient in Science by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school or district. District English language learner population also masked,  $\leq 20\%$  in science.

## Improvement (Growth)

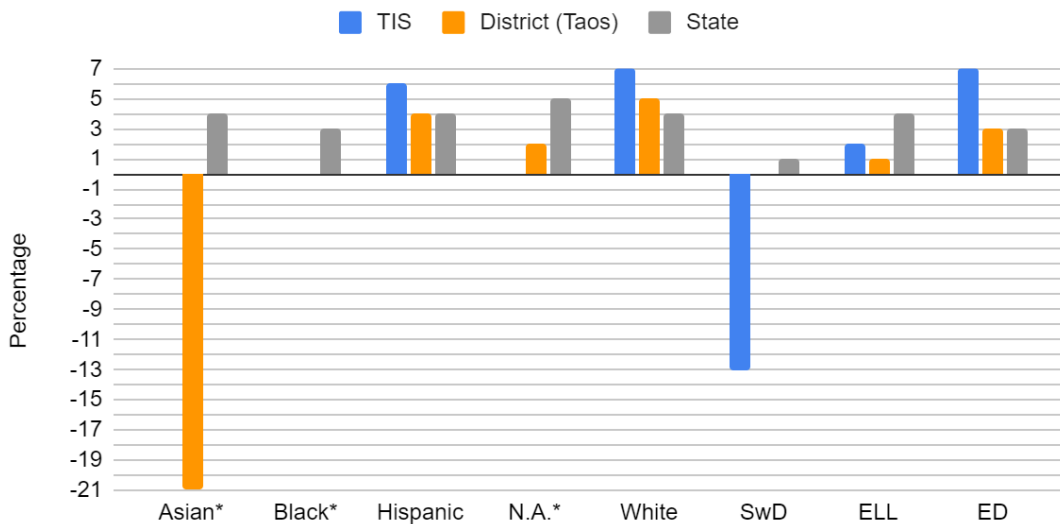
### Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

**\*Note:** Math growth was 0% for the state for SY2023.

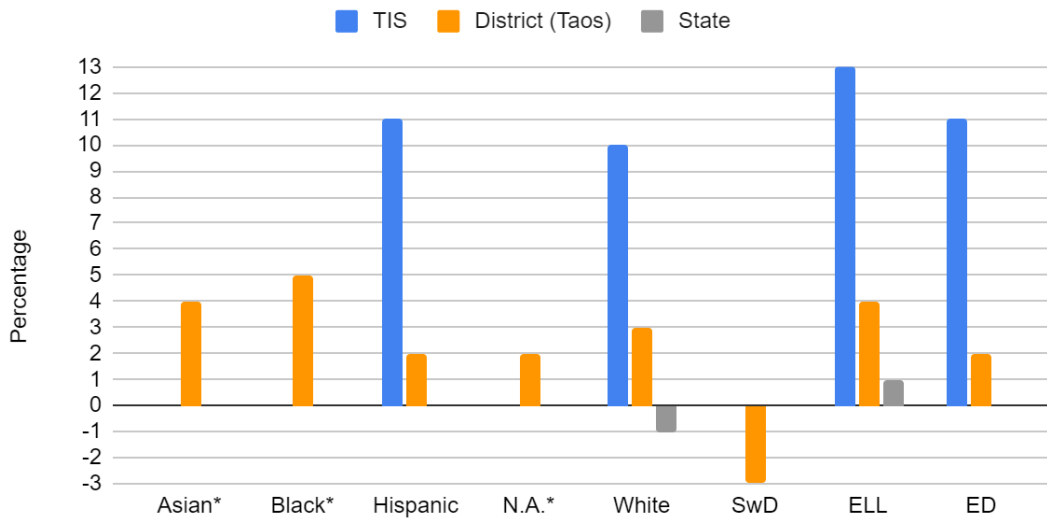
### ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

**\*Note:** groups are masked due to population size.

## Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

**\*Note:** groups are masked due to population size.

**English Learner Progress (NMVistas):**  $\leq 20\%$  (masked due to population size)

### 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	0

the presentation of the community project or service learning project.

**Rating: Meets Standard**-78% of students in grades 6-8 scored "substantial" or above overall- **75 pts.**

**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**- 89.9% of students in grades K-5 scored "achieving" or above overall- **100 pts.**

## Organizational and Financial Performance Framework

**2022-23 Overall Rating: Meets Standard**

Pursuant to the [PEC Performance Framework and Accountability System](#), 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**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.



Taos International School	2021-22	2022-23
<b>Organizational and Financial Performance</b>		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Working to Meet Standard	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Meets Standard
1f NM DASH Plan	Meets Standard	N/A
2a Financial Reporting and Compliance	Meets Standard	Meets Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard
2d Managing Grant Funds	Working to Meet Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Working to Meet Standard
3b Nepotism, Conflict of Interest	Meets Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Meets Standard
4a Rights of All Students	Meets Standard	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Working to Meet Standard
4c Staff Credentialing	Meets Standard	Meets Standard
4d Employee Rights	Meets Standard	Meets Standard
4e Background Checks, Ethics	Meets Standard	Meets Standard
5a Facilities	Meets Standard	Meets Standard
5b Transportation	N/A	N/A
5c Health and Safety	Meets Standard	Meets Standard
5d Handling Information	Meets Standard	Meets Standard

### Explanation of 2022-23 Indicator Ratings

2.b. FY22 audit reflects three audit findings of which one is a material weakness. ([Audit FY22](#))

3.a. One board member did not complete all required training hours.

4.b. EOY: Attendance rate is 94% (**Attendance rate must be 95%**).

### Site Visit Attendees

Monday, March 27, 2023

**CSD Team:** Rachel Stofocik (Lead), Sam Samoiel, and Kimberly Gonzales

**School Leadership:** Nadine Vigil, Head Administrator

**Governing Board:** Clifford Johnson