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GOVERNOR

**Charter Schools Division  
2022-23 Annual Report  
REVISED April 9, 2024**

**School Name:** Vista Grande Charter High School

**School Address:** 213 Paseo del Canon East Taos, NM 87571

**Head Administrator:** Isabelle St. Onge

**Governing Board Chair:** Elizabeth Roth

**Business Manager:** Deanna Mooney

**Authorized Grade Levels:** 6-12

**Grade Levels Served:** 9-12

**Authorized Enrollment Cap:** 200

**2022-23 End of Year Enrollment:** 70

**Contract Term:** 2022-2027

**Waivers:** Driver Education, Evaluation Standards for School Personnel, and Purchase of Instructional Materials

**Mission:**

Vista Grande High School Empowers the school community to create positive change in an inclusive environment that embodies our shared values of compassion, authenticity, and sustainable growth.

## **Educational Program:**

VGHS has long been focused on creating a school culture that is inclusive, reflective of the local community, validates students' cultures and identities, and supports all students' sense of belonging. VGHS values the cultural backgrounds of all students in order to strengthen student's self-identities and self-worth. The unique teaching methods used at VGHS are fundamental to the development of this type of school culture. The students who choose to attend VGHS, mostly Native American and Hispanic, are often the students who have been most marginalized and left vulnerable by K-8 education, and who do not see themselves in the content and process of school.

Learning Expeditions/4 PBL (phenomena, place, project, and problem) VGHS was established as an Expeditionary Learning school and continues to strive for alignment with the organization's Core Practices and Benchmarks. Curriculum design is a large component of the transformative power of the teaching methods used at VGHS. The learning expeditions have evolved to the 4 PBL model to support students becoming not only leaders of their learning but "soluntaries" who help solve problems from the local level to an international level.

Culturally and Linguistically Responsive Teaching. According to the Education Alliance at Brown University, Culturally and Linguistically Responsive Teaching

(CLRT) is predicated on seven principles:

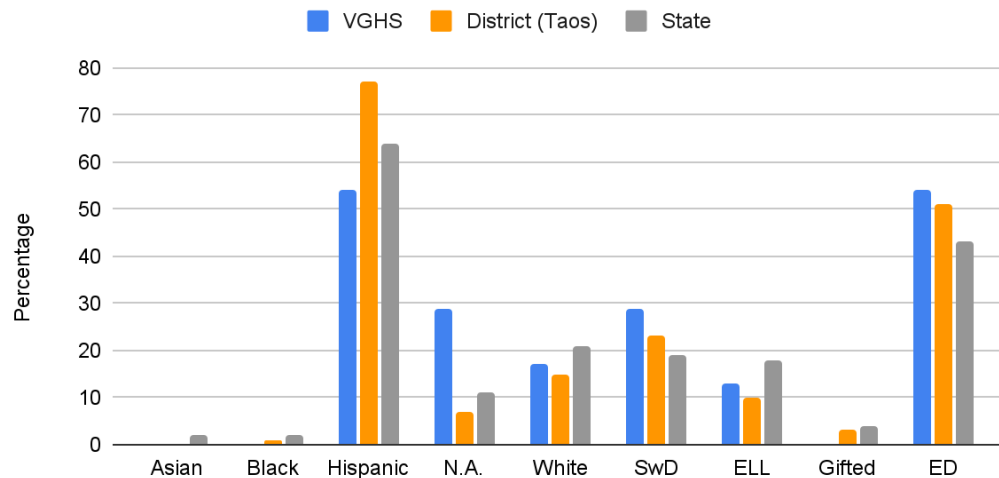
1. Positive perspectives on parents and families.
2. Communication of high expectations.
3. Learning within the context of culture.
4. Student-centered instruction.
5. Culturally mediated instruction.
6. Reshaping the curriculum.
7. Teacher as facilitator.

The foundation of CLRT not highlighted in the list above is the building of relationships with students and getting to know about their home cultures. The CLRT principles outlined by the Education Alliance are infused with knowledge of students that are fundamental to the creation and implementation of learning expeditions at VGHS. The learning expeditions reshape the curriculum and learning experiences are situated within the context of student home cultures, with particular emphasis on the least represented students, our Indigenous students. At VGHS we design curriculum with authentic relevance to students' lives. We also partner closely with local Indigenous educators and stakeholders to reframe the narratives told to meet truth and reconciliation and teach students multiple perspectives that validate culturally different ways of knowing. VGHS also has a strong SEL program that is centered in our "Crew" class, a daily class that teaches SEL skills, soft skills for employment, and world events. VGHS has in-person instruction 90%

of the time. VGHS does offer a night school for students who need alternative hours for schooling. The night school program uses an online format with direct instruction and tutoring for students.

### 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	45
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	25
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>35</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, **Vista Grande Charter High School’s** NMVistas designation is **Traditional**.

### Academic Proficiency

**Special note:** For “student performance standards identified in the charter”, Vista Grande High School and the PEC have negotiated school specific Academic Performance Goals in Indicator 1 below that includes the topic areas required by law (NMSA 22-8B-9.1) as shown on the chart below.

**For a full explanation of the school’s academic indicators, please refer to [Vista Grande High School’s contract](#)** (starting on page 37 of the PDF).

Exceeds= 100% of points; Meets= 75% of points; Does not meet= 25% of points; Falls far below= 0 points

Indicator 1	Description	Rating	Points allotted
<b>Goal 1.1, 4PBL Summative Project (10 pts.)</b>	Students enrolled on the 40th and 120th day will demonstrate proficiency on a summative project from a 4PBL curricular unit (4= phenomena, place, problem, & project-based learning) as evidenced by a passing score (category 3 or 4) on the summative project rubric. 4PBL curricular units embody authentic work, cultivate compassion and empathy for others, and emphasize principles of sustainable growth.	Average 68% pass with grade of A or B  <b>Does Not Meet</b>	25% of 10=  <b>2.5</b>

	<p>Exceeds: 85% or more of students enrolled on 40th and 120th day demonstrate proficiency on a summative project from a 4PBL unit with a passing grade of A or B (rubric score of 3 or 4).  Meets: 70-84%  Does Not Meet: 50-69%  Falls Far Below: 50% or fewer</p>		
<b>Goal 1.2, English Language Arts (15 pts.)</b>	<p>By the end of the academic year, students enrolled on the 40th and 120th day will exceed their projected academic growth as measured by the MAP ELA Growth assessment.  -OR- Between the fall and spring interim assessment period, students will score in a higher RIT range than BOY baseline on grade-level ELA priority standards.</p> <p>Exceeds: 80% or more of students will exceed their projected academic growth on MAP or progress more than one RIT range higher on EOY grade-level ELA priority standards.  Meets: 65-79%  Does Not Meet: 40-64%  Falls Far Below: 39% or fewer</p>	<p>Average 62% met goal</p> <p><b>Does Not Meet</b></p>	<p>25% of 15=</p> <p><b>3.75</b></p>
<b>Goal 1.3, Mathematics (15 pts.)</b>	<p>By the end of the academic year, students enrolled on the 40th and 120th day will exceed their projected academic growth as measured by the MAP Mathematics Growth assessment.  -OR- Between the fall and spring interim assessment period, students will progress one RIT range than BOY baseline on grade-level mathematics priority standards.</p> <p>Exceeds: 80% or more of students will exceed their projected academic growth on MAP or progress more than one RIT range higher on EOY grade-level mathematics priority standards.  Meets: 65-79%  Does Not Meet: 40-64%  Falls Far Below: 39% or fewer</p>	<p>Average 53% met goal</p> <p><b>Does Not Meet</b></p>	<p>25% of 15=</p> <p><b>3.75</b></p>
<b>Goal 1.4 Writing (15 pts.)</b>	<p>By the end of the academic year, students enrolled on the 40th and 120th day will demonstrate proficiency on a school-wide writing rubric on a persuasive, explanatory, or literary analysis essay.  -OR- By the end of the academic year, students enrolled on the 40th and 120th day will exceed their projected academic growth as measured by the MAP language usage assessment.</p> <p>Exceeds: 80% or more of students will exceed their projected academic growth on MAP or score a B (rubric score of 3) or better on the school-wide writing rubric.  Meets: 65-79% of students will exceed their projected academic growth on MAP or score a B (rubric score of 3) or better on the school-wide writing rubric.  Does Not Meet: 40-64% of students will exceed their projected academic growth on MAP or score a C (rubric score of 2) on the school-wide writing rubric.  Falls Far Below: 39% or fewer of students will exceed their projected academic growth on MAP or score less than a C (rubric score of 2) on the school-wide writing rubric.</p>	<p>Average 58% met goal</p> <p><b>Does Not Meet</b></p>	<p>25% of 15=</p> <p><b>3.75</b></p>

<p><b>Goal 1.5, Science (15 pts.)</b></p>	<p>By the end of the academic year, students enrolled on the 40th and 120th day will exceed their projected academic growth as measured by the MAP science assessment.</p> <p>-OR- Between the fall and spring interim assessment period, students will progress one RIT range than BOY baseline on grade-level science priority standards.</p> <p>-OR- By the end of 11th grade, students will demonstrate proficiency as measured by the NM-ASR assessment.</p> <p>Exceeds: 80% or more of students will exceed their projected academic growth on MAP or progress more than one RIT range higher on EOY grade-level science priority standards or demonstrate proficiency on the NM-ASR.</p> <p>Meets: 65-79%</p> <p>Does Not Meet: 40-64%</p> <p>Falls Far Below: 39% or fewer</p>	<p>Average 66% met the goal</p> <p><b>Meets Standard</b></p>	<p>75% of 15=</p> <p><b>11.25</b></p>
<p><b>Goal 1.6, CTE 12th Grade (10 pts.)</b></p>	<p>By the end of the academic year, 12th grade students enrolled on the 40th and 120th day will demonstrate proficiency in professional skills in internship/mentoring placements as evidenced by VGHS rubric aligned to the VGHS Profile of a Graduate.</p> <p>Exceeds: 85% of students enrolled for 3 years at VGHS will demonstrate proficiency on the mentorship rubric with a passing grade of A or B (rubric score of 3 or 4).</p> <p>Meets: 70-84%</p> <p>Does Not Meet: 50-69%</p> <p>Fall Far Below: 50% or fewer</p>	<p>100% met the goal</p> <p><b>Exceeds Standard</b></p>	<p>100% of 10=</p> <p><b>10</b></p>
<p><b>Goal 1.7, Graduation Rate</b></p> <p><b>Goal 1.8, Growth in 4-Year Graduation Rate (5 pts.)</b></p>	<p>This benchmark requires reporting from the NMPED.</p> <p><b>*Note:</b> VGHS graduation data, plus growth in 4-Year Graduation data, are not available on NMVistas or from the Assessment, Research, Evaluation, and Accountability Division at this time.</p>	<p><b>Unable to rate*</b></p>	<p><b>n/a</b></p>
<p><b>Goal 1.9, ELL (5 pts.)</b></p>	<p>English learner progress toward English language proficiency (measured by the WIDA ACCESS assessment of English learners.)</p> <p>This benchmark requires reporting from the NMPED.</p> <p>Source: unpublished SY23 data from the Assessment, Research, Evaluation, and Accountability Division (AREA).</p>	<p><b>Masked due to population size</b></p>	<p><b>n/a</b></p>
<p><b>Goal 1.10 Chronic Absenteeism (5 pts.)</b></p>	<p>This benchmark requires reporting from the NMPED. A chronically absent student is one who was absent from school for any reason for at least 10% of the days enrolled.</p> <p>Scoring: using the points assigned by the State (Vistas).</p> <p>Source: unpublished SY23 Vistas calculation (AREA)</p>	<p>38% chronically absent (28 out of 74)</p> <p><b>Vistas points= 7.3 out of 10</b></p>	<p>73% of 5=</p> <p><b>3.65</b></p>

<b>Goal 1.11, Educational Climate Survey, Multicultural Initiatives, and SEL (5 pts.)</b>	<p>The Educational Climate survey measures the extent to which classroom teachers demonstrate instructional practices known to facilitate student learning. Students answer survey questions on topics such as classroom teaching and expectations of students. This benchmark requires reporting from the NMPED or approved use of "Panorama".</p> <p><b>*Scoring:</b> NMVistas did not include school climate surveys as part of the <i>Accountability System Measures, Points, and Indicators</i> in 2022-23. Furthermore, the Panorama survey did not include "instructional practices known to facilitate student learning."</p> <p>Sources: VGHS Panorama survey; AREA 2022-23 Accountability Measures Overview</p>	<b>Unable to rate*</b>	<b>n/a</b>
<b>Total points possible= 100*</b>	<b>*Note:</b> as some measures were unable to rate, the total points possible for Vista Grande High School's Academic performance framework is <b>85</b> .		<b>Total: 38.65</b> out of 85 points

### Indicator 2: Subgroup Growth

**Subgroup growth data is not available on NMVistas or from the Assessment, Research, Evaluation, and Accountability Division at this time.**

### Indicator 3: Mission-Specific Goals

**Goal 1:** By the end of the 12th grade year, students enrolled at VGHS for at least 3 years will present a 12th grade portfolio of learning. The 12th grade portfolio includes a capstone project. Capstone projects are generated by individual student interests and include a community service component. The digital portfolios are presented and defended before an authentic audience and assessed by the audience members with a rubric. This assessment structure meets the school's mission of creating positive change through authentic learning requirements. Capstone projects and digital portfolios are VGHS-specific graduation requirements.

Performance Level	Target	Points
Exceeds Standard	85% or more of students enrolled for 3 years at VGHS will demonstrate proficiency on the capstone project and digital portfolio with a passing grade of A or B (rubric score of 3 or 4).	100
Meets Standard	70-84% or more of students enrolled for 3 years at VGHS will demonstrate proficiency on the capstone project and digital portfolio with a passing grade of A or B (rubric score of 3 or 4).	75
Working to Meet Standard	50-69% or more of students w enrolled for 3 years at VGHS will	25

	demonstrate proficiency on the capstone project and digital portfolio with a passing grade of A or B (rubric score of 3 or 4). Students with a grade of C or lower are at risk of not graduating and must revise and redo their presentation, based on feedback from the authentic audience members.	
Does Not Meet Standard	50% or fewer of students who are enrolled for 3 years at VGHS will demonstrate proficiency on the capstone project and digital portfolio with a passing grade of A or B (rubric score of 3 or 4). Students with a grade of C or lower are at risk of not graduating and must revise and redo their presentation, based on feedback from the authentic audience members.	0

**Rating:** Working to Meet; Could not verify that Seniors met standards (disaggregated data not available). School provided assurances to improve data collection and analysis for the remainder of the charter term= **25 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.



Vista Grande High School	2022-23
1a Mission and Educational Program	Meets Standard
1b State Assessment Requirements	Does Not 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	N/A
2a Governance Requirements	Meets Standard
2b Nepotism, Conflict of Interest	Meets Standard
2c Reporting Requirements	Working to Meet Standard
3a Rights of All Students	Meets Standard
3b Attendance and Retention	Working to Meet Standard
3c Staff Credentialing	Meets Standard
3d Employee Rights	Meets Standard
3e Background Checks, Ethics	Meets Standard
4a Facilities	Meets Standard
4b Transportation	N/A
4c Health and Safety	Meets Standard
4d Handling Information	Meets Standard
4e Information accessible to the public	Meets Standard
4f School climate	Meets Standard
5a Financial Reporting and Compliance	Meets Standard
5b Accounting Principles	Meets Standard
5c Responsive to Audit Findings	Meets Standard
5d Managing Grant Funds	Meets Standard
5e Staffing for Fiscal Management	Meets Standard
5f Internal Controls	Meets Standard

### Explanation of 2022-23 Indicator Ratings

1.b. Assessment, Research, Evaluation and Accountability division provided SAT data, indicating that 73% of 11th graders took the SAT, 95% participation rate.

2.c. One late governing board notification submitted.

3.b. EOY: Attendance rate is 91%; attendance rate must be 95%.

### Site Visit Attendees

Monday, May 15, 2023

**CSD Team:** Melissa Brown (Lead), Rachel Stofocik, and Kimberly Gonzales (remote)

**School Leadership:** Isabelle St. Onge, Head Administrator

**Governing Board:** Elizabeth Roth, Eleanor Romero and Mark Goldman