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**Charter Schools Division
2022-23 Annual Report
Revised June 14, 2024**

School Name: Vista Grande Charter High School

School Address: 213 Paseo del Cañon 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:

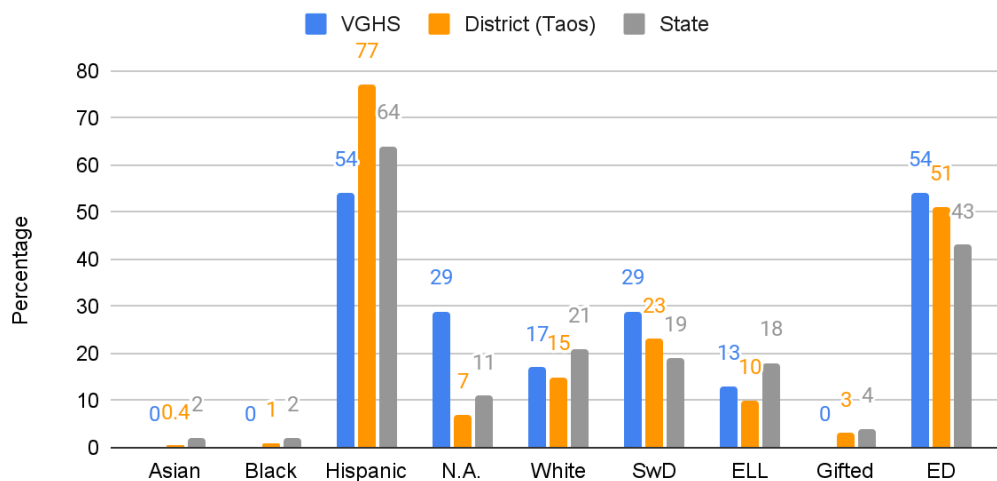
1. Positive perspectives on parents and families.
2. Communication of high expectations.
3. Learning within the context of culture.
4. Student-centered instruction.
5. Culturally mediated instruction.
6. Reshaping the curriculum.
7. Teacher as facilitator.

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: School-specific Academic Indicators (see table on pages 4-7) | 70 |
| 2: Subgroup performance: high, middle, and low-performing quartiles | unavailable |
| 3: School-specific Goals: if two goals, average of points on each | 25 |
| Overall Academic Score: average of indicators 1 and 3 | 47.5 |

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 school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

| | | |
|--|---|--|
| <p>Spotlight: Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p> | <p>Traditional: No other designation</p> | <p>TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)</p> |
| | | <p>ATSI (Additional Targeted Support and Improvement): TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p> |
| | | <p>CSI (Comprehensive Support): Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p> |
| | | <p>MRI (More Rigorous Intervention): on CSI for 3 years</p> |

Note about 2022-23 NM Vistas Revision: on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan* (CSP) that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

Important: According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

For the school year 2022-23, **Vista Grande Charter High School’s** NMVistas designation is **CSI.GRAD**

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 | Description | Rating | Points allotted |
|---|---|--|--------------------------------------|
| Goal 1.1, 4PBL Summative Project (10 pts.) | <p>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.</p> <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> | <p>Average 68% pass with grade of A or B</p> <p>Does Not Meet</p> | <p>25% of 10=</p> <p>2.5</p> |
| Goal 1.2, English Language Arts (15 pts.) | <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>Does Not Meet</p> | <p>25% of 15=</p> <p>3.75</p> |
| Goal 1.3, Mathematics (15 pts.) | <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>Does Not Meet</p> | <p>25% of 15=</p> <p>3.75</p> |
| Goal 1.4 Writing (15 pts.) | <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</p> | <p>Average 58% met goal</p> | <p>25% of 15=</p> <p>3.75</p> |

| | | | |
|--|---|--|---------------------------------------|
| | <p>essay.</p> <p>-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.</p> <p>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.</p> <p>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.</p> <p>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> | Does Not Meet | |
| Goal 1.5, Science (15 pts.) | <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>Meets Standard</p> | <p>75% of 15=</p> <p>11.25</p> |
| Goal 1.6, CTE 12th Grade (10 pts.) | <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>Exceeds Standard</p> | <p>100% of 10=</p> <p>10</p> |
| <p>Goal 1.7, Graduation Rate</p> <p>Goal 1.8, Growth in 4-Year Graduation Rate</p> | <p>This benchmark requires reporting from the NMPED. According to AREA, the school scored 2.9 out of 5 for 4-Year Graduation Growth Rate, even though the school's growth was listed on NMVistas as -6%.</p> | <p>Growth in 4-Year Grad Rate</p> <p>-6%</p> | <p>2.9 out of 5</p> <p>2.9</p> |

| | | | |
|---|--|--|--|
| (5 pts.) | | | |
| Goal 1.9, ELL (5 pts.) | English learner progress toward English language proficiency (measured by the WIDA ACCESS assessment of English learners.) This benchmark requires reporting from the NMPED. Source: unpublished SY23 data from the Assessment, Research, Evaluation, and Accountability Division (AREA). | Masked due to population size | n/a |
| Goal 1.10 Chronic Absenteeism (5 pts.) | 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. Scoring: using the points assigned by the State (Vistas). Source: unpublished SY23 Vistas calculation (AREA) | 38% chronically absent (28 out of 74) Vistas points= 7.3 out of 10 | 73% of 5= 3.65 |
| Goal 1.11, Educational Climate Survey, Multicultural Initiatives, and SEL (5 pts.) | 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". *Scoring: 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." Sources: VGHS Panorama survey; AREA 2022-23 Accountability Measures Overview | Unable to rate* | n/a |
| Total points possible= 100* | *Note: as some measures were unable to rate, the total points possible for Vista Grande High School's Academic performance framework is 85 . | | Total: 41.55 out of 90 points 41.55/90= 46 points on a 100 point scale |

Note: A table has been provided at the end of this report with a summary of school-collected data.

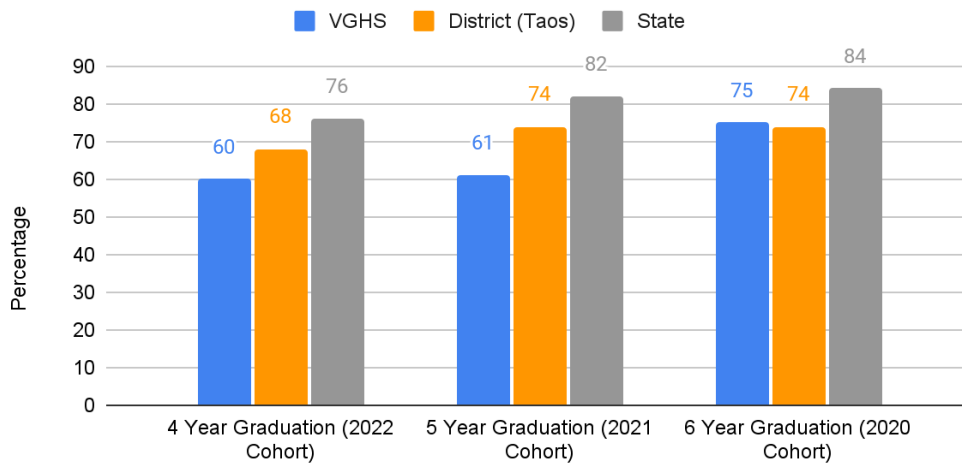
English Learner Progress: Masked

English Learner Progress measures the percentage of English learners who are on track toward achieving English proficiency (an ACCESS score of 4.7 or higher) within five years.

High School Graduation

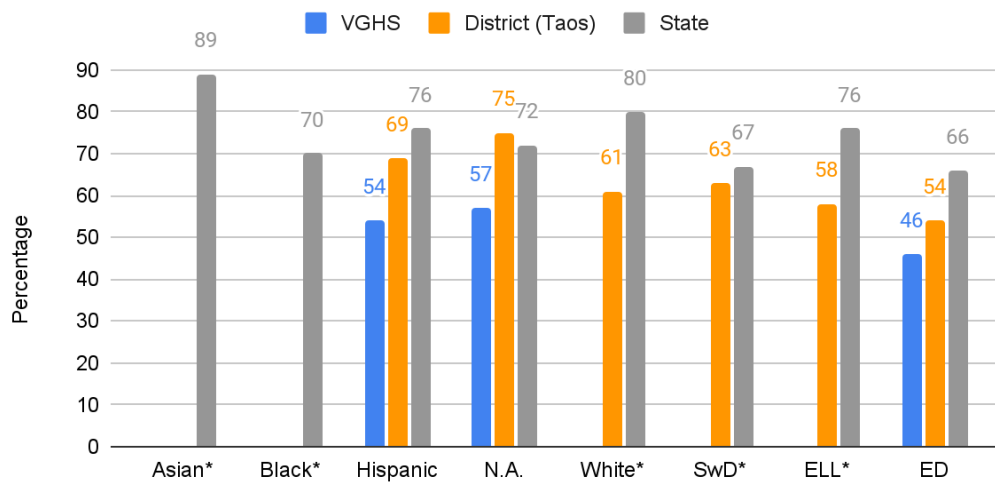
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4, 5, and 6-year rates are then disaggregated by ethnicity and student group.

High School Graduation



Source: NMVistas.org

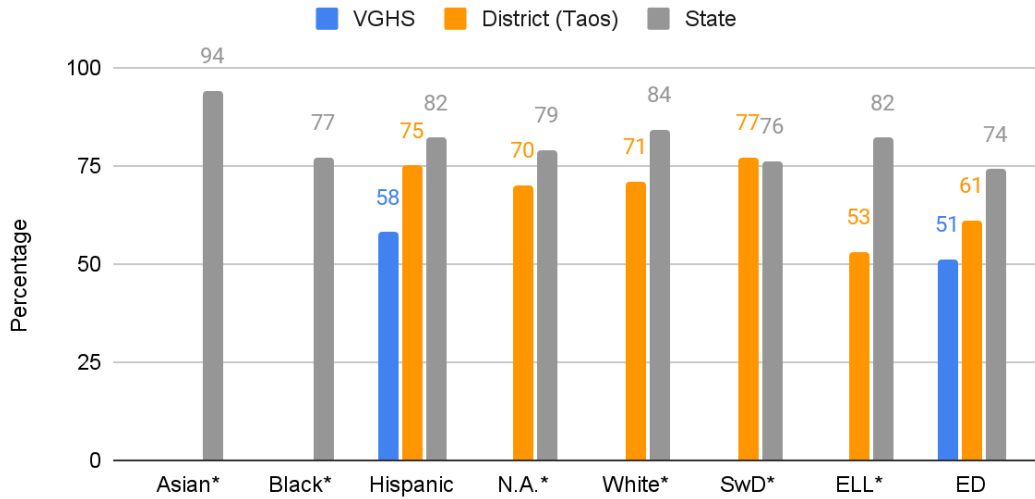
4-Year Graduation by Subgroup



Source: NMVistas.org

***Note:** groups masked due to small population size and/or no students represented in the subgroup.

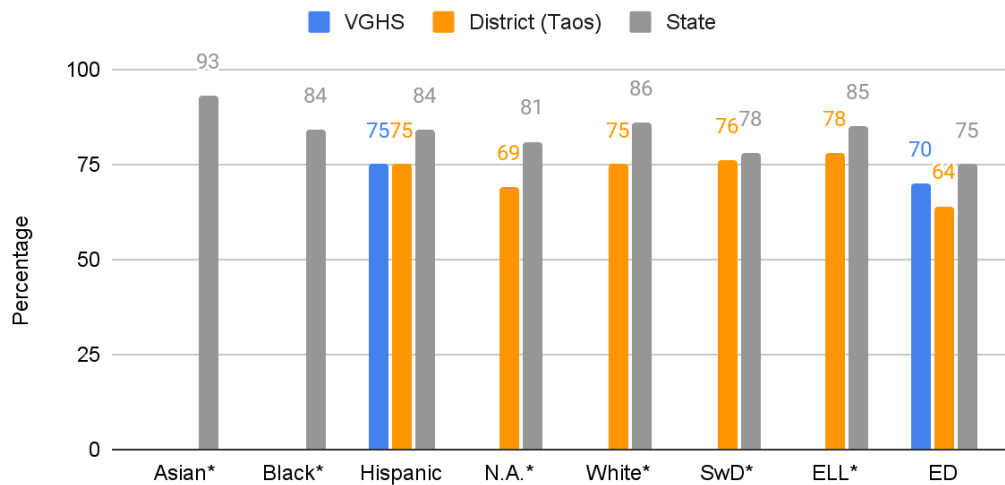
5-Year Graduation by Subgroup



Source: NMVistas.org

*Note: groups masked due to small population size and/or no students represented in the subgroup.

6-Year Graduation by Subgroup



Source: NMVistas.org

*Note: groups masked due to small population size and/or no students represented in the subgroup.

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 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. | 25 |
| 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