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GOVERNOR

Charter Schools Division
2023-24 Annual Report
Revised: December 10, 2024

School Name: Vista Grande Charter High School

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

Head Administrator: James Smith

Governing Board Chair: Elizabeth Roth

Business Manager: Deanna Mooney

Authorized Grade Levels: 6-12

Grade Levels Served: 9-12

Authorized Enrollment Cap: 200

2023-24 Enrollment: 69 (NMVistas.org: Enrollment Count from Avg. of 80 & 120 day Active Students Report)

Contract Term: 2022-2027

CAPs or Conditions: none

Notice from 2022-23 Annual Report: Satisfactory performance

Unsatisfactory terms that need to be addressed from 2022-23 Annual Report: the PEC has identified several areas of unsatisfactory performance related to the low academic proficiency and growth in the negotiated academic indicators, the "Working to Meet" score on the Mission Specific Indicator, and the unsatisfactory performance related 1.b. State Assessment Requirement.

Progress from 2022-23 Notice to 2023-24:

- The school's negotiated academic indicator was not rated; data was not received from the school.

- Indicator 1.b. State Assessment Requirement: Participation rate for both math and reading was ≥80%, target is 95% for each.

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 (phenoma. 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 Nova 2023-24 (120-Day)

Note. Students are identified as Hispanic independently of their race.
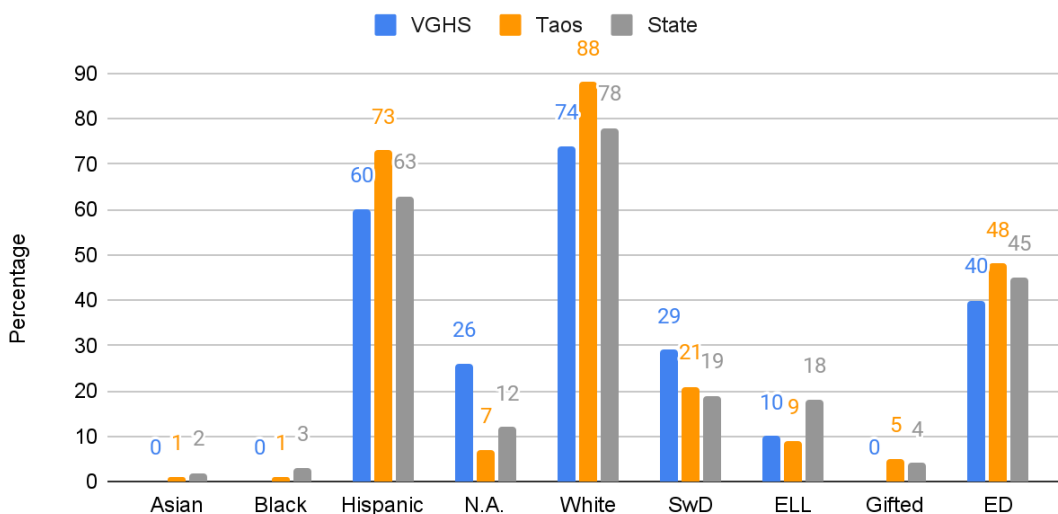
Source: Nova Enrollment Subgroup Percentages with Averages

Academic Performance

State Accountability System:
2023-24 NMVistas Overall Score (not a performance framework indicator): **73 – CSI GRAD**

Academic Performance Framework Indicators	2022-23 Score	2023-24 Score

	(100 points possible)	(100 points possible)
1: **School accountability score** (**not** Vistas; see tables on pages 5-7 of this report)	**70***	**89.6***
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	**25**	**100**
Overall Academic Score: average of indicators 1 and 3	47.5	94.8

*__Note:__ the school's accountability score (#1) is drawn from the school's own measures rather than NM Vistas, as the school has negotiated a unique performance framework with the PEC, explained on page 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.

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:

Spotlight: Top 25% of schools, excluding schools with designations of CSI.Graduation Rate or TSI/ATSI	Traditional: No other designation	TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)
		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.
		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%
		MRI (More Rigorous Intervention): on CSI for 3 years

Note: 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 [2023-24 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 2023-24, **Vista Grande High School** received a designation of **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 (Exceeds, Meets, Does not Meet, Falls far Below)	Points allotted (calculate using percentages for ratings)
Goal 1.1, 4PBL Summative Project (10 pts.)	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. 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	78% met target **Meets**	75% of 10= **7.5 points**
Goal 1.2, English Language Arts (15 pts.)	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. 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%	97.7% met growth target **Exceeds**	100% of 15= **15 points**

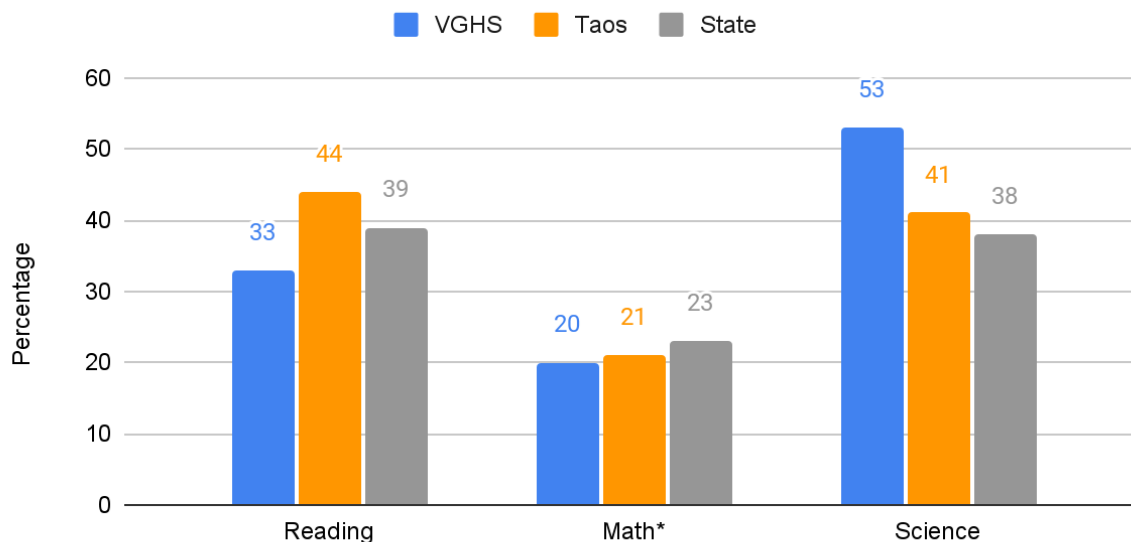|			
	Falls Far Below: 39% or fewer		
Goal 1.3, Mathematics (15 pts.)	By the end of the academic year, students enrolled on the 40th and 120th day will exceed their projected academic growth as measured by the MAP Mathematics Growth assessment. -OR- Between the fall and spring interim assessment period, students will progress one RIT range than BOY baseline on grade-level mathematics priority standards. 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	79.5% met growth target (rounds to 80%) **Exceeds**	100% of 15= **15 points**
Goal 1.4 Writing (15 pts.)	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. 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.	89% met growth target **Exceeds**	100% of 15= **15 points**
Goal 1.5, Science (15 pts.)	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. -OR- Between the fall and spring interim assessment period, students will progress one RIT range than BOY baseline on grade-level science priority standards. -OR- By the end of 11th grade, students will demonstrate proficiency as measured by the NM-ASR assessment. 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. Meets: 65-79% Does Not Meet: 40-64% Falls Far Below: 39% or fewer	73% met target **Meets**	75% of 15= **11.25 points**
Goal 1.6, CTE 12th Grade	By the end of the academic year, 12th grade students enrolled on the 40th and 120th day will demonstrate proficiency in professional skills in	100% met target	100% of 10=

(10 pts.)	internship/mentoring placements as evidenced by VGHS rubric aligned to the VGHS Profile of a Graduate. 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). Meets: 70-84% Does Not Meet: 50-69% Fall Far Below: 50% or fewer	**Exceeds**	**10 points**
Goal 1.7, Graduation Rate **Goal 1.8, Growth in 4-Year Graduation Rate (5 pts.)**	This benchmark requires reporting from the NMPED. According to 2023-24 NM Vistas, the school's 4-year graduation rate grew 5%. NM Vistas points awarded for Graduation Growth= 2.4	2.4 points out of 5 ESSA Accountability Points	2.4 out of 5 **2.4 points**
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).	9 out of 10 ESSA Accountability Points	90% of 5= **4.5 points**
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 *Accountability System Measures, Points, and Indicators* in 2023-24. Furthermore, the Panorama survey did not include "instructional practices known to facilitate student learning." Sources: VGHS Panorama survey; AREA 2023-24 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 **90.**		**Total: 80.65 out of 90 points** 80.65/90= **89.6 points** on a 100 point scale

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

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.
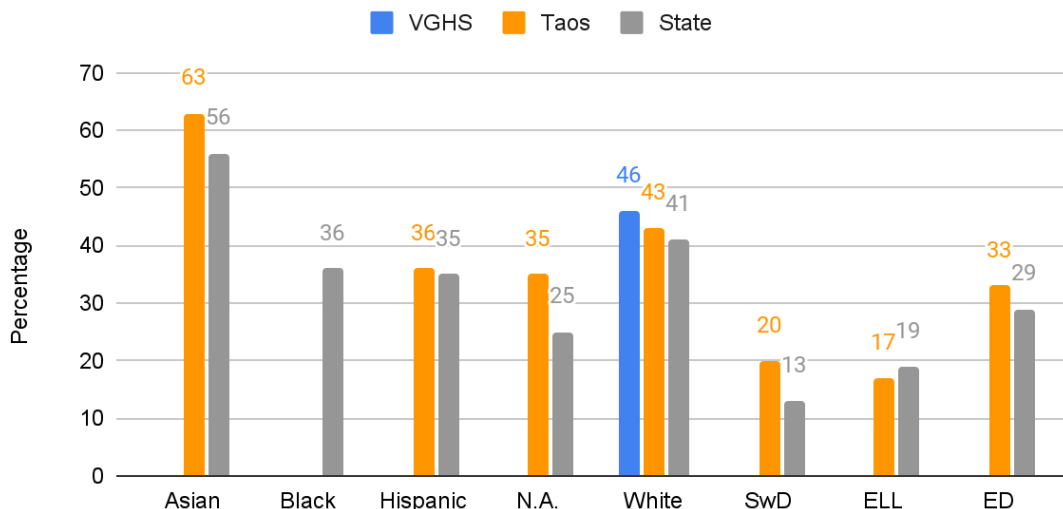
Percent of Students Proficient in Core Subjects 2023-24

Legend: ■ VGHS ■ Taos ■ State

Subject	VGHS	Taos	State
Reading	33	44	39
Math*	20	21	23
Science	53	41	38

Source: NMVistas.org

Note: math proficiencies for school are partially masked, ≤20%.

Percent Proficient in Reading by Subgroup 2023-24

Legend: ■ VGHS ■ Taos ■ State

Subgroup	VGHS	Taos	State
Asian		63	56
Black			36
Hispanic		36	35
N.A.		35	25
White	46	43	41
SwD		20	13
ELL		17	19
ED		33	29

Source: NMVistas.org

Note: groups are masked due to population size, and/or some groups are not represented in the school or district.

Math

Note: due to population size, proficiency rates in math are **<u>masked</u>** for Vista Grande High School, per NM Vistas: NM Vistas | Vista Grande High School

Percent Proficient in Science by Subgroup 2023-24
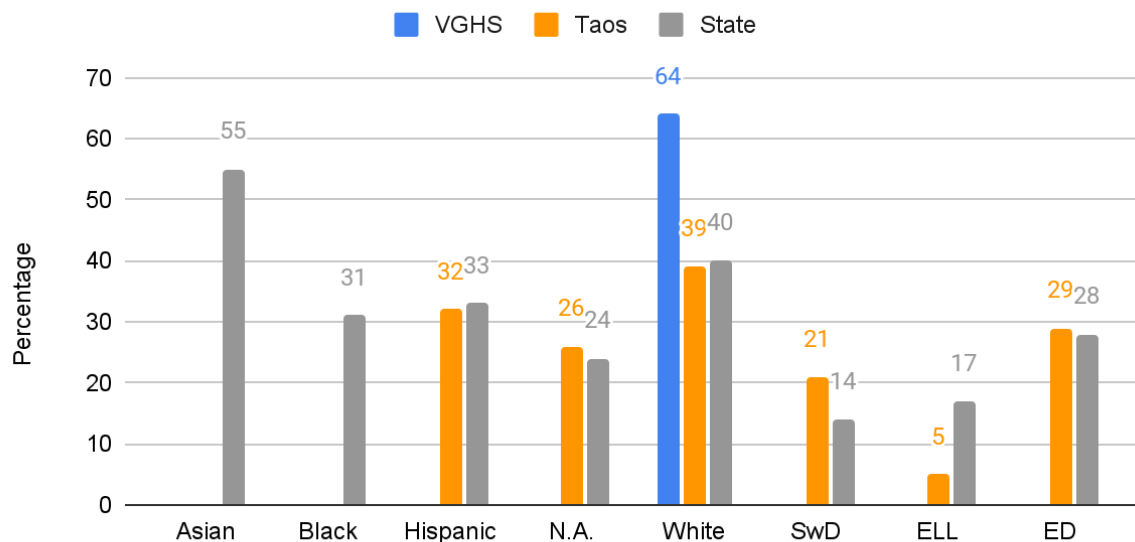
Legend: ■ VGHS ■ Taos ■ State

Percentage (Y-axis: 0–70)

Subgroups (X-axis): Asian, Black, Hispanic, N.A., White, SwD, ELL, ED

Data labels visible:
- Asian: State 55
- Black: State 31
- Hispanic: Taos 32, State 33
- N.A.: Taos 26, State 24
- White: VGHS 64, Taos 39, State 40
- SwD: Taos 21, State 14
- ELL: Taos 5, State 17
- ED: Taos 29, State 28

Source: NMVistas.org

Note: groups are masked due to population size, and/or some groups are not represented in the school or district.

Growth

Definition per NM Vistas: median growth of students (Student Growth Percentile, or SGP) in math or reading compared to their peers who had similar scores on previous tests. Percentile ranges from 34-66 represent about a year's growth typical for the academic peer group. Growth is not available for high school students as data is limited to 11th grade SAT and Assessment of Science Readiness (ASR).

English Learner Progress (ELP):

English Learner Progress measures the percentage of students currently identified for EL services who are on track toward achieving English language proficiency (an ACCESS score of 4.7 or higher) within five years as measured by the ACCESS English language development assessment. (NMVistas.org)

VGHS ELP: Masked	Taos ELP: 14.1%	State ELP: 17.5%

Source: NMVistas.org

High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the **2023** graduation cohort, 5-year data for the **2022** cohort, and 6-year data for the **2021** 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-year rate is then disaggregated by ethnicity and student group.
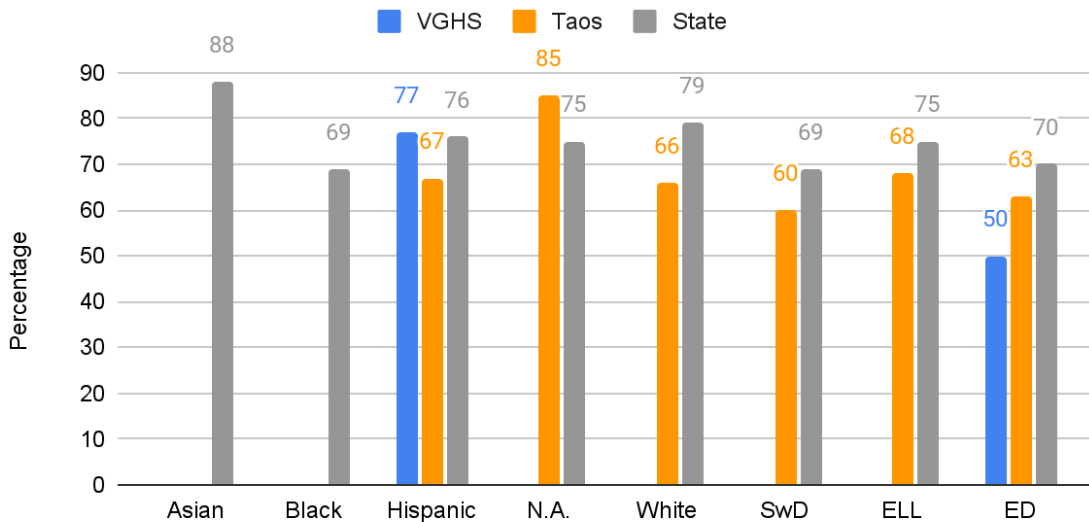
High School Graduation
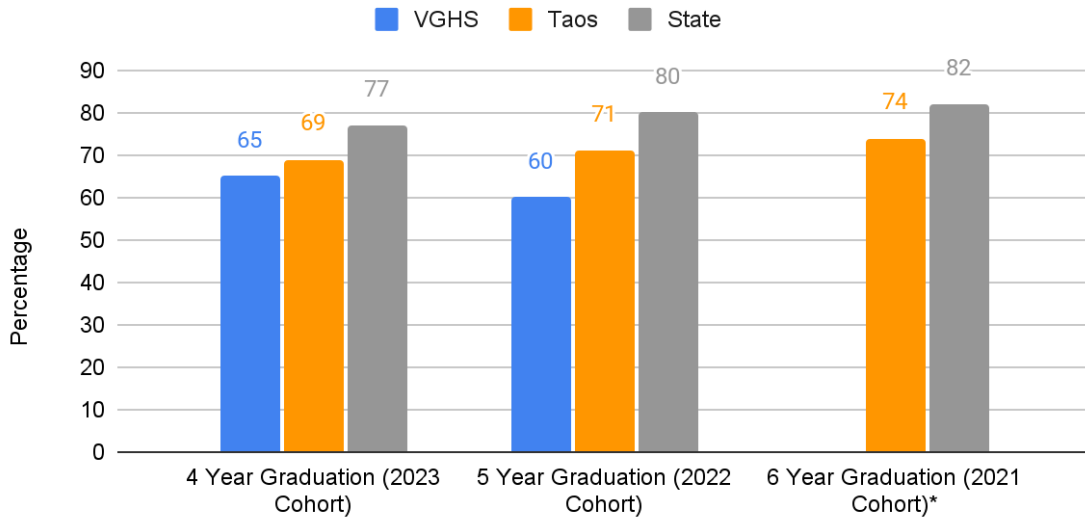
Source: NMVistas.org

Note: 6-year graduation rates are masked for the school.

4-Year Graduation by Subgroup

Source: NMVistas.org

Note: groups are masked due to population size.

Mission-Specific Goals

Goal: 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: 92.85% attainment- Exceeds Standard: **100 points**

Organizational and Financial Performance Framework

2023-24 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.

Multi-year Performance Framework Ratings

Vista Grande High School	2022-23	2023-24
Organizational and Financial Performance Ratings		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Does Not Meet Standard	Does Not Meet 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	N/A	Meets Standard
2a Governance Requirements	Meets Standard	Meets Standard
2b Nepotism, Conflict of Interest	Meets Standard	Meets Standard
2c Reporting Requirements	Working to Meet Standard	Meets Standard
3a Rights of All Students	Meets Standard	Meets Standard
3b Attendance and Retention	Working to Meet Standard	Meets Standard
3c Staff Credentialing	Meets Standard	Does Not Meet Standard
3d Employee Rights	Meets Standard	Meets Standard
3e Background Checks, Ethics	Meets Standard	Meets Standard
4a Facilities	Meets Standard	Meets Standard
4b Transportation	N/A	N/A
4c Health and Safety	Meets Standard	Meets Standard
4d Handling Information	Meets Standard	Meets Standard
4e Information accessible to the public	Meets Standard	Meets Standard
4f School climate	Meets Standard	Meets Standard
5a Financial Reporting and Compliance	Meets Standard	Meets Standard
5b Accounting Principles	Meets Standard	Meets Standard
5c Responsive to Audit Findings	Meets Standard	Meets Standard
5d Managing Grant Funds	Meets Standard	Working to Meet Standard
5e Staffing for Fiscal Management	Meets Standard	Meets Standard
5f Internal Controls	Meets Standard	Meets Standard

Explanation of 2023-24 Indicator Ratings

1.b. Participation rate for both math and reading was ≥80%, target is 95% for each.

3.c. Licensure discrepancies not resolved by 120D.

5.d. Indian Education Act Funding HB2 regular 2023 (27901) reverting grant funds not expended.

Site Visit Attendees
March 19, 2024

CSD Team: Cheryl Rowe (lead), Corina Chavez and Rachel Stofocik
School Leadership: Isabell St.Onge (head administrator), Ernestine Chacon, Erick Struck, Sam Starsiakand Yvette Aguilar
Governing Board: Eleanor Romero and Julianne Turner

VISTA GRANDE HIGH SCHOOL			2023-2024	Academic Performance Frameworks Monitoring Summary			KEY to Color Coding
GOALS and INDICATORS			Results will be summarized using the rubrics for each indicator prior to June 30 each year.				
							Exceeds the Standard
1.1 PBL Project Proficiency	9th grade	10th grade	11th grade	NWEA Interim			Meets the Standard
	67%	76%	86%				Does Not Meet the Standard
				83%			Falls Far Below the Standard
B.1.2 Reading + Math	73%	80%	80%	83%			
1.4 Language Usage	67%	55%	43%	89%			
1.5 Science	78%	68%	53% (NMASR)	73% (NWEA)			
1.6 CTE 12th Grade	100%						
1.7 Graduation Rate	This benchmark requires reporting from the NMPED.						
1.8 Growth in 4-Year Graduation Rate	This benchmark requires reporting from the NMPED.						
1.9 ELL	Sample size is to small for an analysis by WIDA						
1.10 Chronic Absenteeism							
1.11 Educational Climate Survey, Multicultural Initiatives, and SEL	This benchmark requires reporting from the NMPED or approved use of Panorama.						
2.1 Subgroup Growth Q4	This benchmark requires reporting from the NMPED.						
2.2 Subgroup Growth Q2/3	This benchmark requires reporting from the NMPED.						
2.3 Subgroup Growth Q1	This benchmark requires reporting from the NMPED.						
2.4 Subgroup Proficiency	This benchmark requires reporting from the NMPED.						
3.0 Mission-Specific Goal: 12th Grade Capstones and Portfolios	Capstone scores 3-4	Passage presentation scores 3-4					
	93%	93%					