

Part A: Data Report and Current Charter Contract Performance

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either system add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

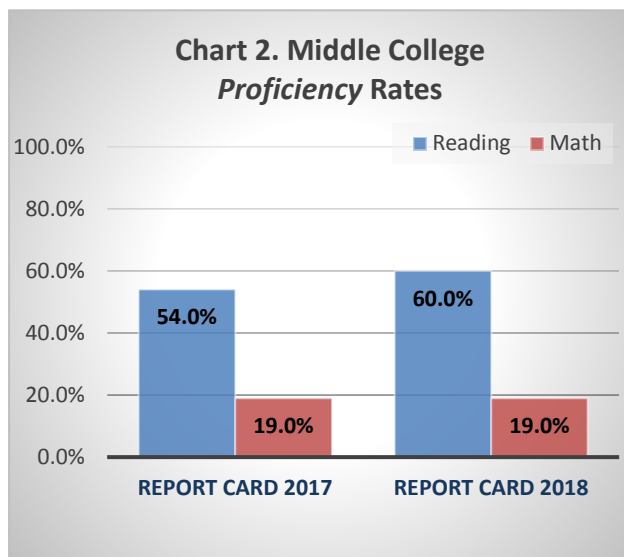
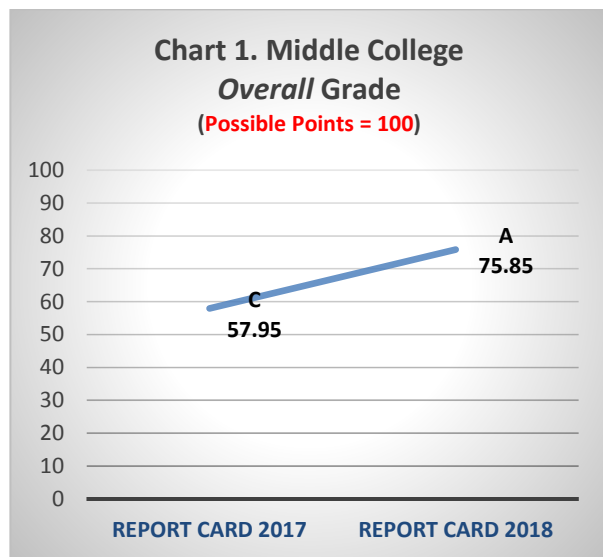
¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

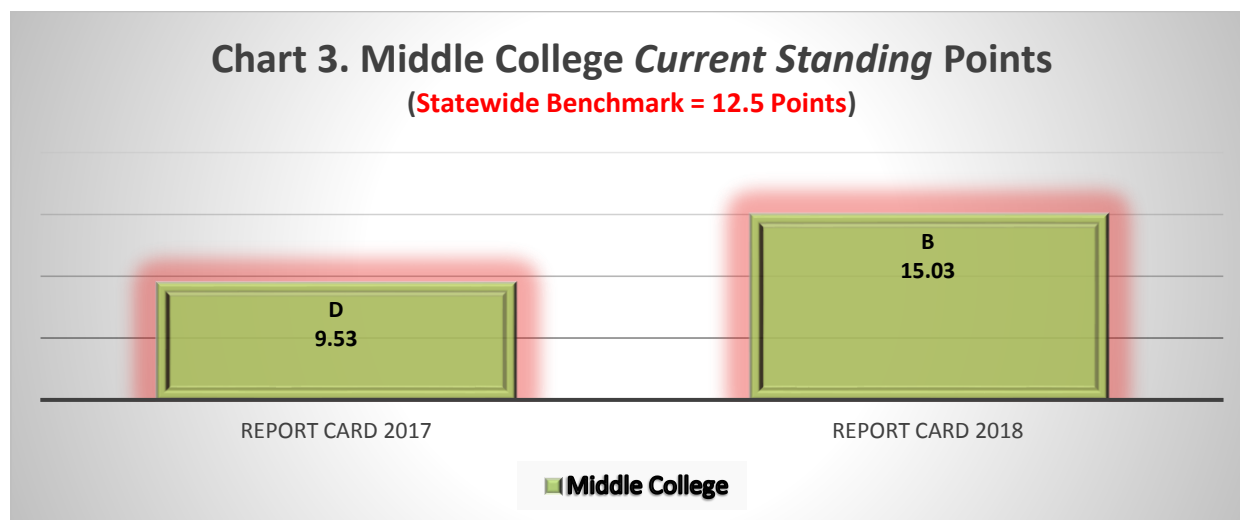
1a. Department's Standards of Excellence—A-F Letter Grades

This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates Middle College's overall school grade in each of the last 2 years. The school earned an "A" in 2018, including 4.67 in bonus points. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³

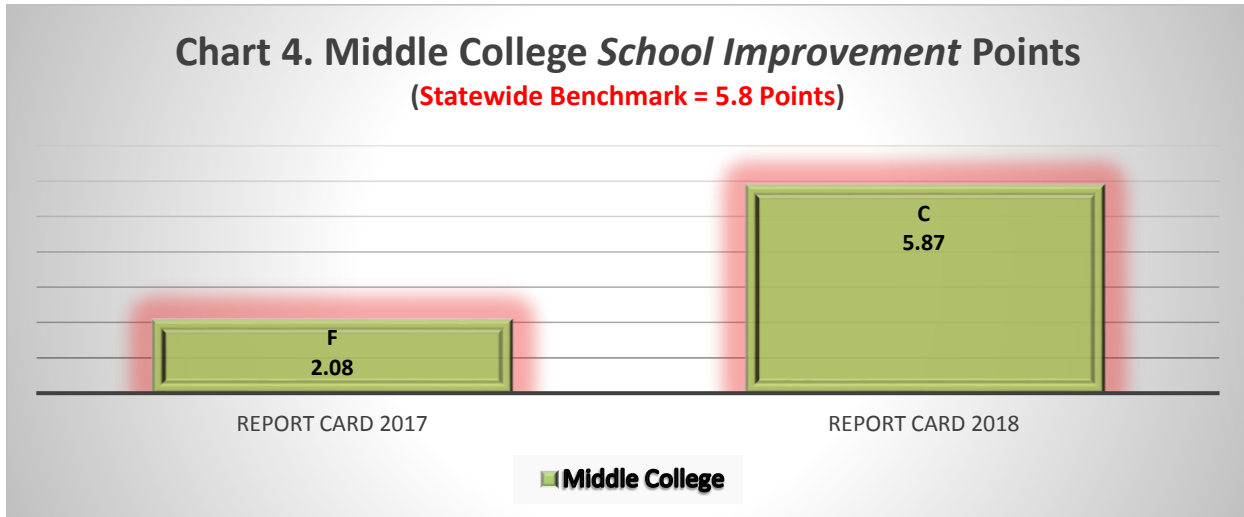


Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 15.03 points out of 30 possible points in this category, which was significantly above the statewide benchmark (established in 2012) of 12.5 points.

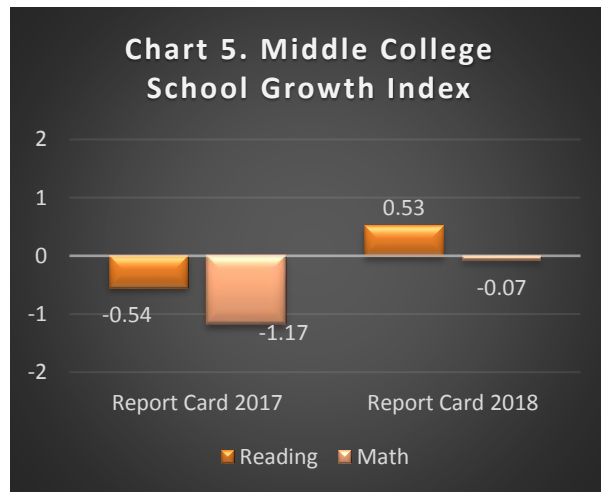


³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf>

School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 4 indicates the school earned 5.87 in 2018, above the statewide benchmark of 5.8 points.



Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented (chart 5 to the right). A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

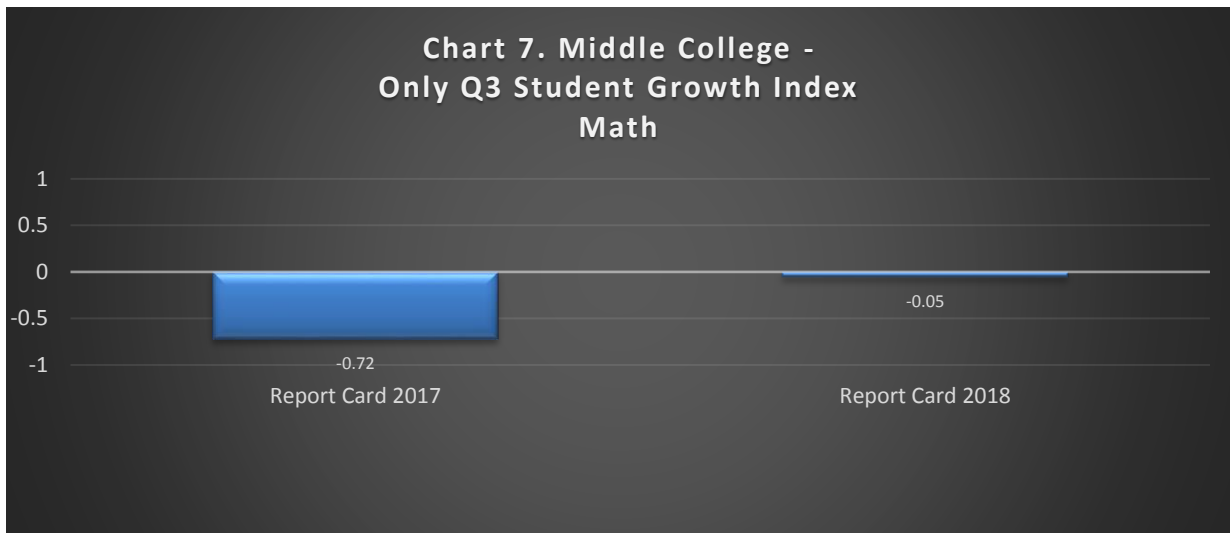
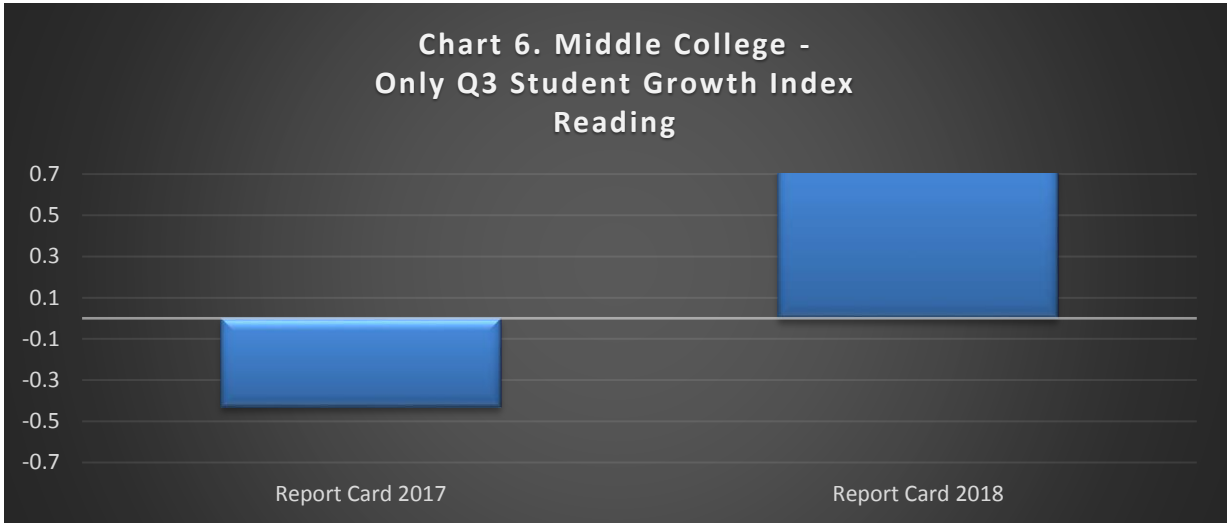


In 2017-2018, a positive growth index was observed in reading and a negative growth index in math (though the growth did improve from 2016-2017).

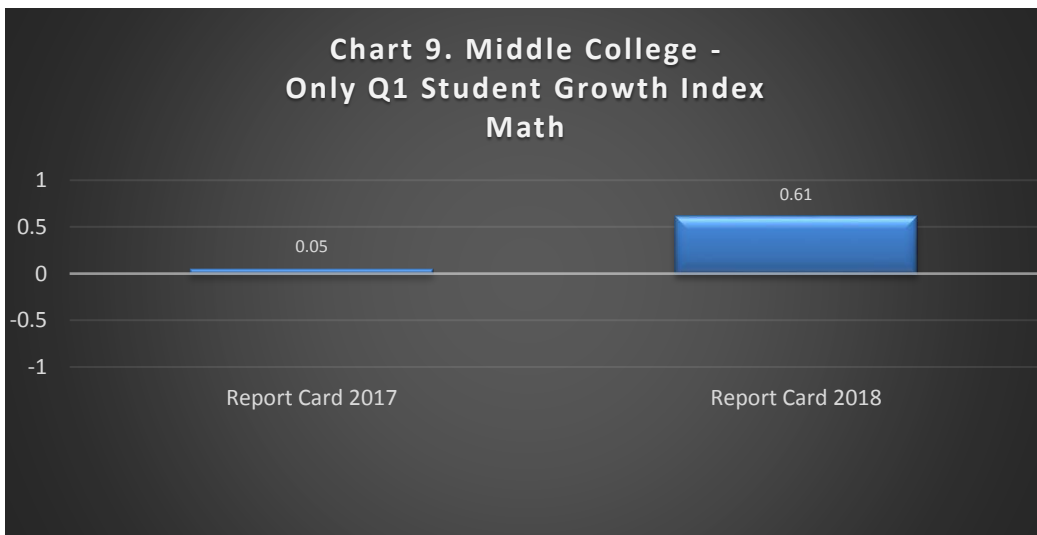
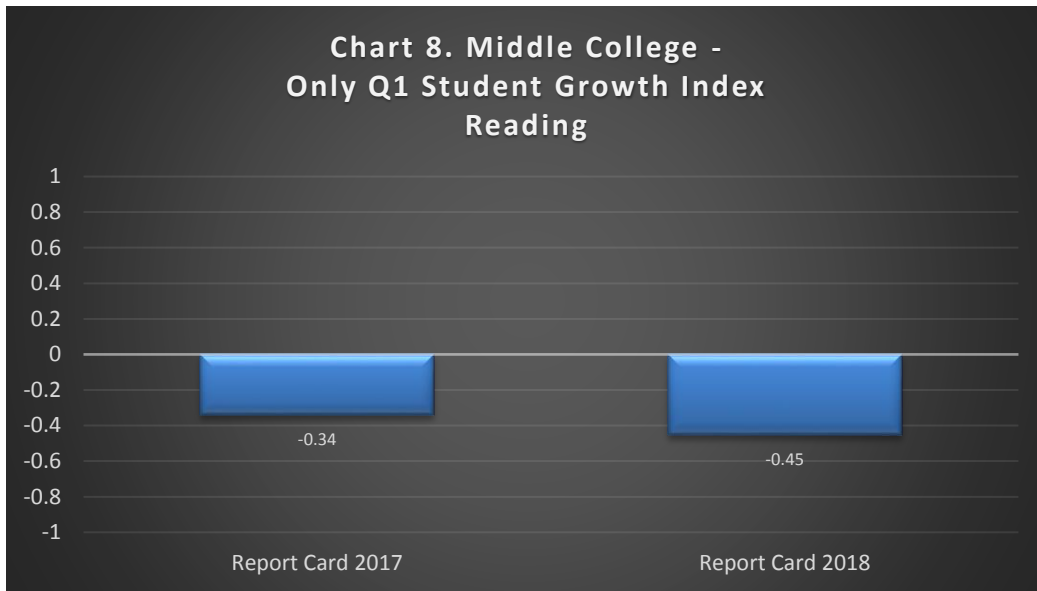
Figure 1. Points earned in School Improvement section (10 total points possible).

	Points Earned in Reading	Points Earned in Math	TOTAL <small>*Possible 10 points</small>
2017	1.48	0.60	2.08
2018	3.50	2.37	5.87

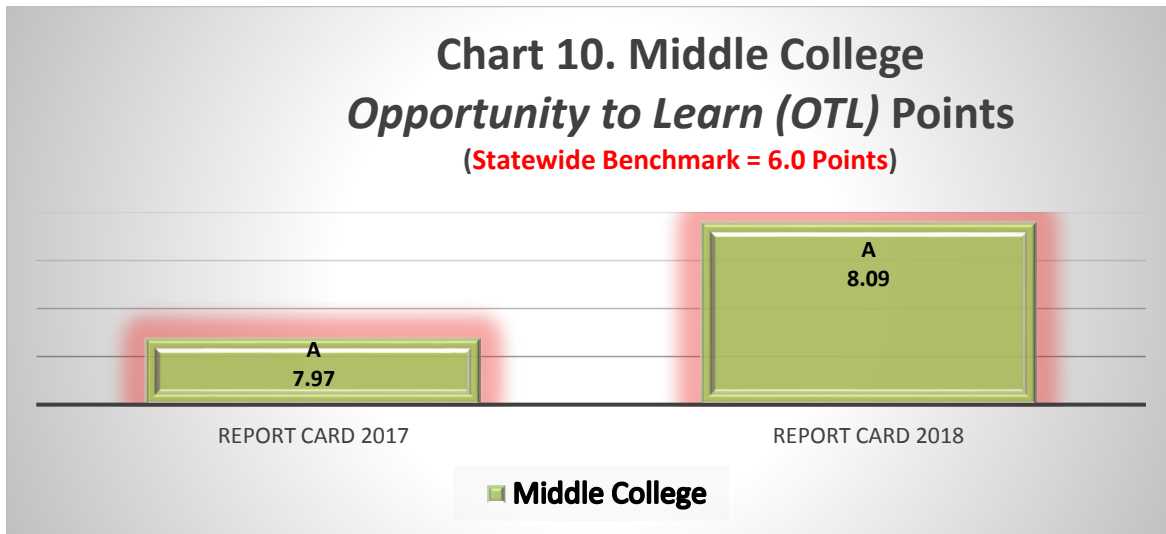
Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%). See Chart 6 (Reading) and Chart 7 (Math). For 2017-2018, Q3 students demonstrated a positive growth index in reading, but not in mathematics.



Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%). See Chart 8 (Reading) and Chart 9 (Math). For 2017-2018, Q1 students demonstrated a positive growth index in mathematics, but not in reading.



Opportunity to Learn (OTL). Opportunity to learn represents the learning environment schools provide⁴. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. The school’s data for 2017-2018 indicated 100% attendance – exceeding the maximum number of points for OTL.



High School Graduation. (See charts on next page.) This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate. Calculations of 4-year, 5-year, and 6-year cohort graduation rates use the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school’s four-year graduation cohort surpassed the statewide goal of 90%, with 92% last year (2017).

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.

Chart 11. Middle College Graduation Points

(Statewide Benchmark = 12.8 Points)

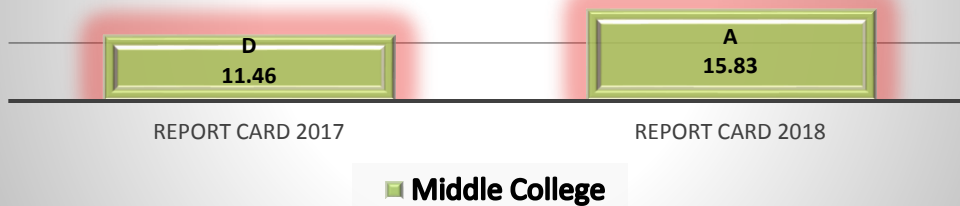
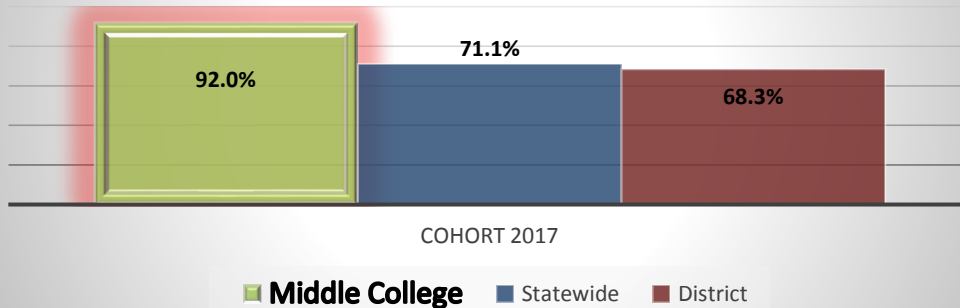


Chart 12. Middle College 4-Year Graduation Rate



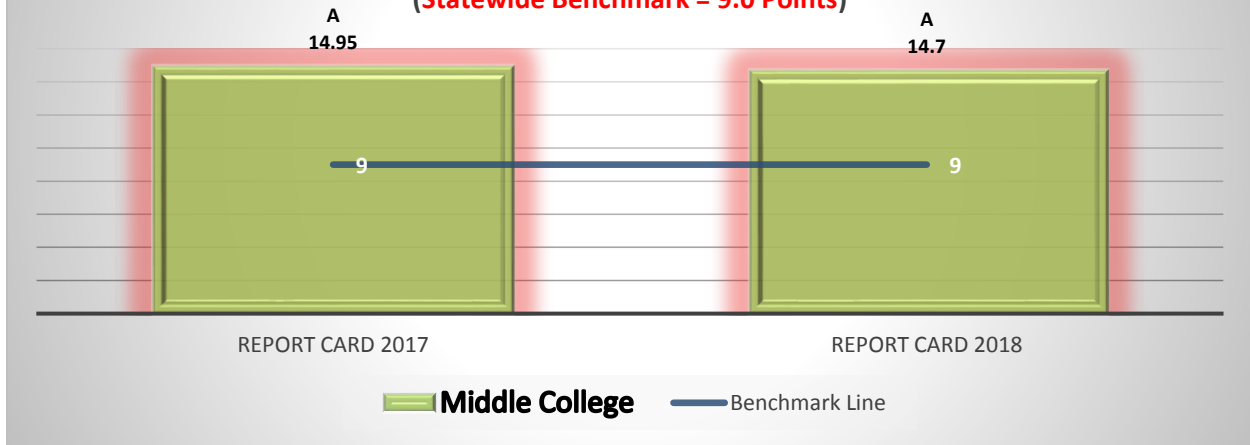
College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 13 illustrates the total *College and Career Readiness (CCR)* points earned during the past two (2) years. Middle College did well, surpassing the statewide benchmark repeatedly earning a letter grade of "A" in the category. In 2018, the school report card data indicated that >90% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN, which resulted in the school earning 5.00 points out of 5 for this portion of the category. Out of the >90% of Middle College students who participated in *College and Career Readiness* opportunities in 2018, >90% were successful resulting in an additional 9.7 points earned (10 possible) for this portion of the category.

⁵ See the "New Mexico School Grading Technical Guide: Calculation and Business Rules" document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

Chart 13. Middle College College & Career Readiness Points

(Statewide Benchmark = 9.0 Points)

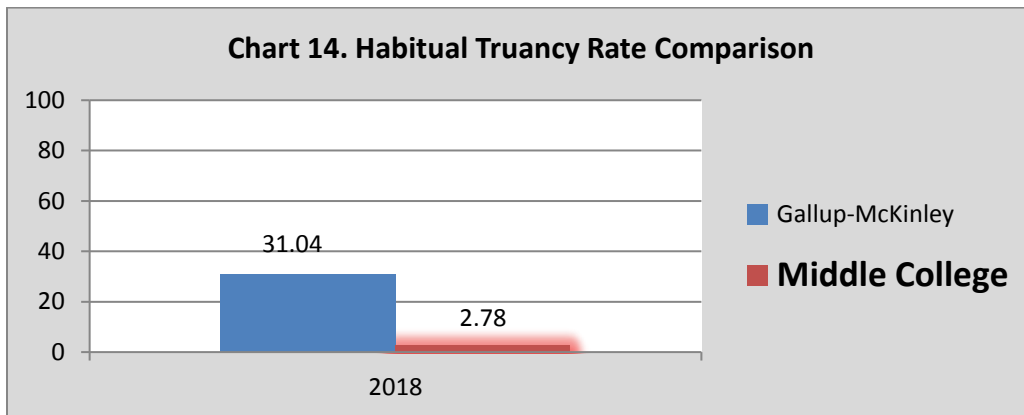


Student Attendance and Enrollment

The following information provides a picture of the school’s attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

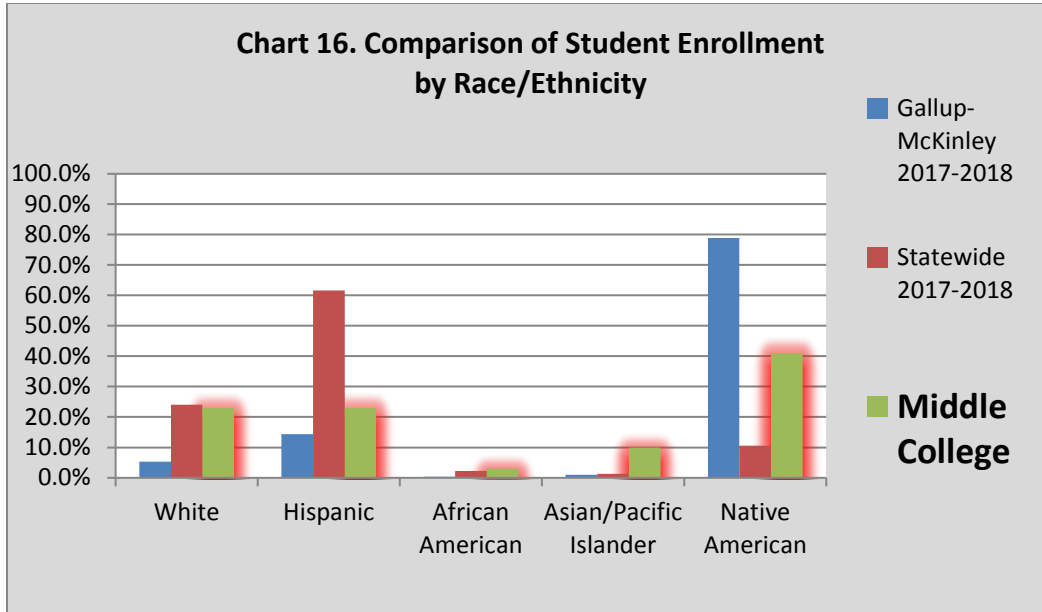
The chart (below) shows the school’s habitual truancy rate compared to the local district, Gallup-McKinley County Schools. Middle College’s habitual truancy rate was 2.78%. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences only.



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Enrollment by Race/Ethnicity

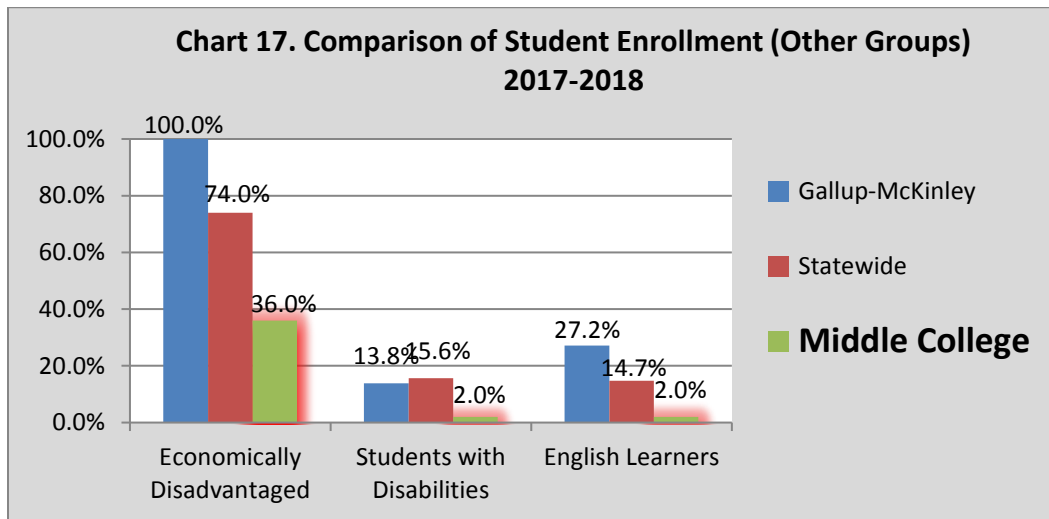
The school’s student demographic data *as reported by the school for 2018-2019 40th day* shows that Middle College serves:



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school’s student demographic data (below) *as reported by the school for 2018-2019 40th day* shows that Middle College serves:



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Retention and Recurring Enrollment

In the school's Performance Framework, the local authorizer established a target of 85% recurrent enrollment between years. This is the same rate historically set by the PEC.

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set. **Student enrollment data indicates that 84.85% of the students that completed the school year at Middle College High School in 2016-2017 returned to the school in 2017-2018, at the 85% goal mark.**

90.14% of students enrolled during the school year at Middle College High School remained enrolled through the end of the school year in 2017-2018.

Teacher Retention Rate

Teacher retention data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2016-2017 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

Though Gallup-McKinley County Schools did not include an indicator on teacher retention, the PEC established a goal of 80% teacher retention (lower than 20% turnover). **The school's teacher turnover rate was 16.7% for the 2017-2018 school year, which "Meets Standard" (83.3% retention).** The local district's teacher turnover rate was 24.2%.

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	0	0	0

Summary of Fiscal Reports

In FY17, Middle College High School received zero (0) findings.

2b. Board of Finance

As a local district-authorized charter school, the Board of Finance was the responsibility of the Gallup-McKinley County Schools. The Governing Board of Middle College High School is prepared to complete all requirements to become its own Board of Finance.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

The mission of the Middle College High School (MCHS) is to augment the Gallup-McKinley County Schools through the offering of concurrent enrollment and an innovative and high quality individualized learning environment on the campus of UNM-Gallup for students in grades 10-12. The school is designed to utilize UNM Gallup resources so that students have expanded opportunities for postsecondary advancement.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School:

- *MCHS blends a stand-alone high school with a robust concurrent enrollment program. The School assists students in the transition from high school to college via college preparatory and postsecondary programs of study.*
- *With an emphasis on postsecondary success, students are introduced to effective habits of study, which, among other things, include a weekly seminar emphasizing college and career exploration and readiness and a supportive 480-minute weekly tutoring schedule. Academically focused clubs, such as National Honor Society and UNM Student Senate are available, as well as 4.5 additional high school credits devoted to service learning, job shadowing, and arts and sciences electives.*
- *Teachers occupy multiple roles in which licensed staff members co-teach weekly seminar classes while some also work part-time as testing and special education coordinators, class sponsors, and assigned tutors. All licensed staff participates in weekly staff meetings and Friday afternoon professional development trainings.*
- *MCHS communicates with parents to enhance understanding of the program. While the school utilizes the same student information and reporting systems as the Authorizer, progress for courses taken through concurrent enrollments is not kept in PowerSchool. This and other lesser challenges necessitate multiple avenues of communication with parents, including parent letters, phone calls, and emails, as well as current postings to the MCHS website and electronic notifications via remind.com. MCHS also hosts numerous parent presentations and workshops, including annual orientations, a series of FAFSA and ACT preparation workshops and annual budget input meetings.*

Mission Specific Indicator:

The school will utilize the current college placement assessment as both pre- and post-test to determine students' annual growth in mathematics and reading.

Optional Supplemental Indicators:

1. *Students will participate in concurrent enrollment to expand opportunities for postsecondary advancement. To determine progress toward this goal, the school will continue to track the average number of college credits earned per graduating cohort. (The projected average in 2017 was 50.5.)*
2. *Students will participate in concurrent enrollment to expand opportunities for postsecondary advancement. Importantly related to this goal, it is incumbent on the*

school to examine whether students continue to be successful upon graduating from the program. In order to measure how well MCHS has prepared its graduates for transition into the postsecondary arena, the school implements a follow-up survey to measure student retention results in the year following their graduation. (The school will “Meet Standard” if 80% of graduates enter a 4-year college and at least 70% demonstrate retention one year later.)

3c. Governing Body Performance

Middle College High School has six (6) members serving on their Governing Body. (The current bylaws state “at least 5”. Based on the information provided to the PED, the following members are currently serving on Middle College’s Governing Board. The school has not had its own Board of Finance due to being a locally-authorized charter school, but are aware of the requirements if approved as a state-authorized charter school.

Figure 6. Governing council composition

Name	Role	Service Start Date	Membership Status	FY18 Training Requirements
W. Anthony Major, Jr.	President	May 23, 2018	new (returned)	7 of 10 hours*
Lisa Bracken	Vice-President	October 19, 2010	ongoing	8 of 8 hours
Valerie Long	Secretary	December 12, 2017	ongoing	10 of 10 hours
Dr. Betty Sutliff	Member	September 20, 2016	ongoing	8 of 8 hours
Mary Lou Mraz	Member	September 20, 2016	ongoing	11 of 8 hours
Dr. Matthew Mingus	Member	June 20, 2017	ongoing	10 of 10 hours

* Mr. Major joined the board in May, attended the 7-hour training in June, and will attend additional training on November 9-10, 2018.

Per the Governing Board bylaws, the Board is required to have a parent, a Native American representative, and a local secondary/postsecondary representative on the board. Parents are Lisa Bracken, Valerie Long, and Dr. Betty Sutliff. Native American representative is Valerie Long. Mary Lou Mraz and Dr. Matthew Mingus are UNM representatives.

Kim Brown is the current business manager and CPO for Middle College High School.