

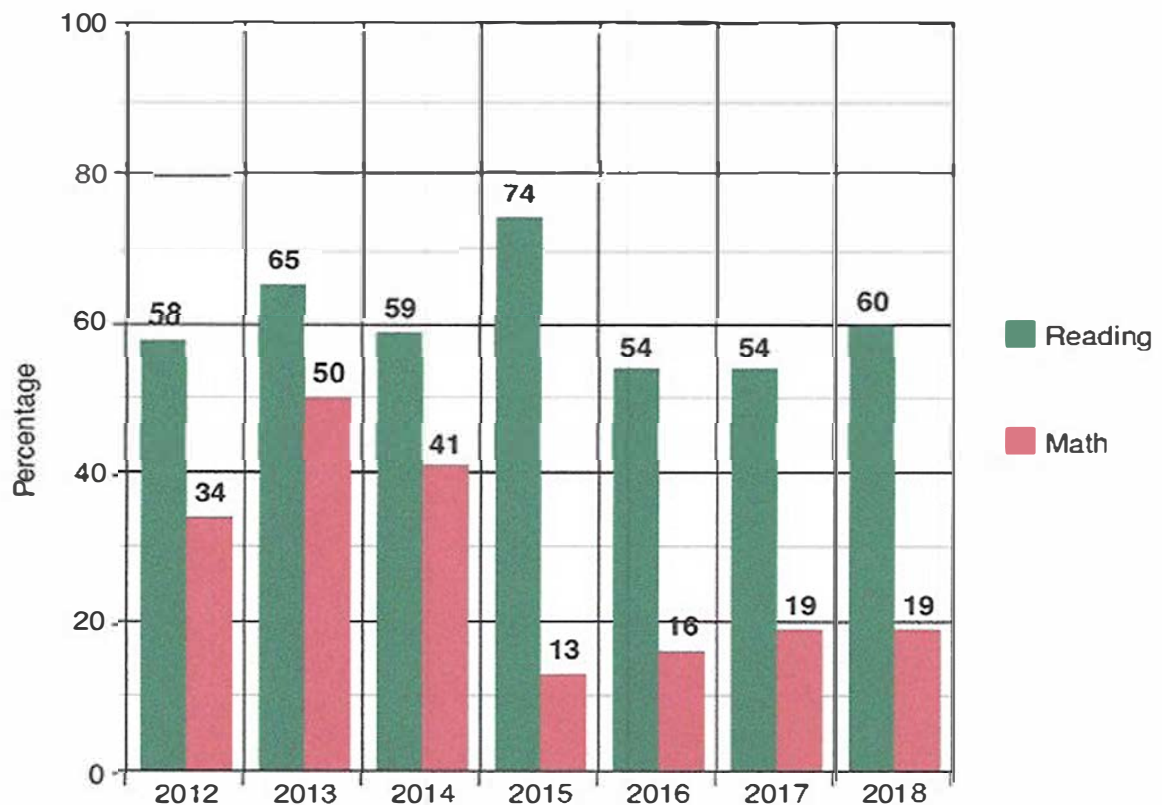
### Part A—School Summary Data Report, submitted by the school

The following charts and graphs detail the performance of the Middle College High School as reported in the metrics on the NM PED's School Grade Report Card. The following data covers the term of the previous charter contract.

#### Final Grade

Year	2012	2013	2014	2015	2016	2017	2018
Grade	C	A	A	A	B	C	A

#### Reading and Math Proficiency



#### Growth of Q3 (Highest Performing 75%) and Q1 (Lowest Performing 25%)

Year	2012	2013	2014	2015	2016	2017	2018
Q3	C	A	A	A	B	D	B
Q1	F	B	D	D	F	F	F

#### Opportunity to Learn

Year	2012	2013	2014	2015	2016	2017	2018
	C	B	B	B	NA	A	A

**Graduation**

Year	2012	2013	2014	2015	2016	2017	2018
	C	C	B	A	A	D	A

**College and Career Readiness**

Year	2012	2013	2014	2015	2016	2017	2018
	D	A	B	A	A	A	A

**Part B—Self-Report/Looking Back**  
(A Report on the Previous Charter Term)

**I. Self-Report—Looking Back**

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

**A. Academic Performance/Educational Plan**

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school failed to meet or make substantial progress toward achievement of the Public Education Department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

**New Mexico Educational Standards—School Grading Report**

The Middle College High School has provided a School Summary Data Report in Part A regarding the school's performance history in Math and English Proficiency.

**School Grading Report Over Previous Contract Period**

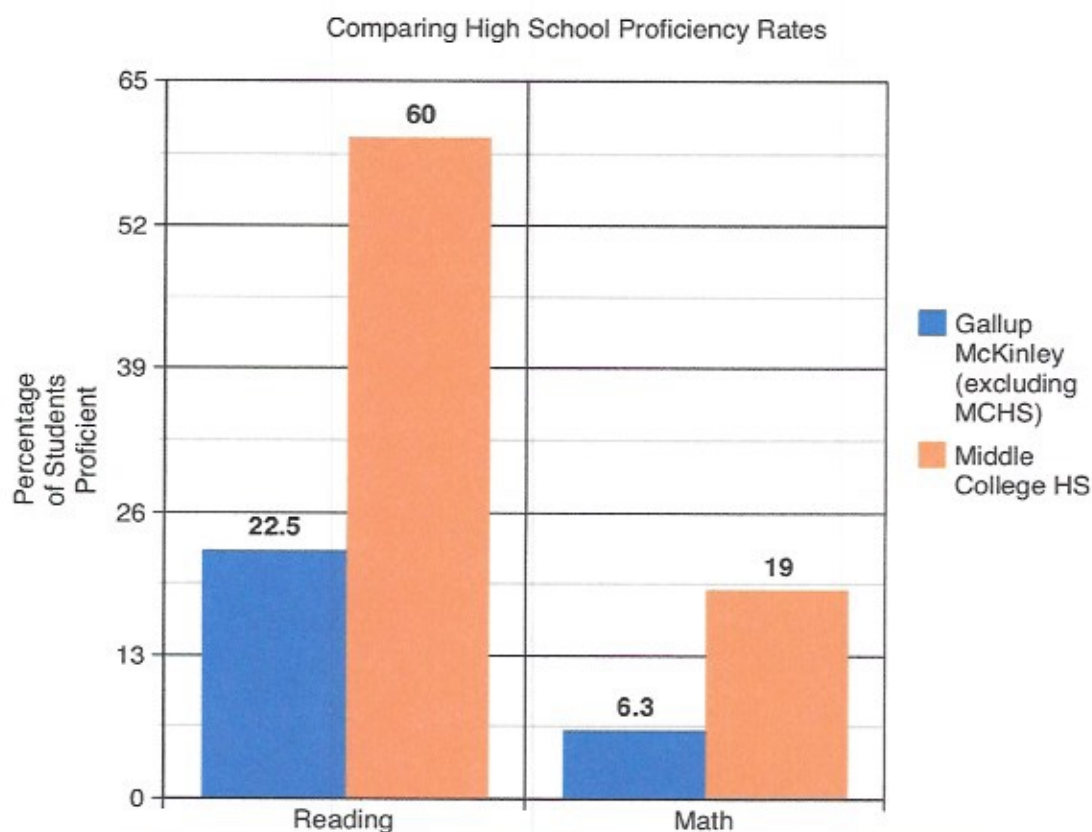
*Provide a statement of progress and additional information regarding the School's Grading Report for the past seven years (2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18).*

Beginning with school year 2014-15, when PARCC replaced NMHSCE as the state's HSGA, Middle College High School earned one of the state's highest proficiency marks in reading. Since that time, MCHS has battled to return to an "A" letter grade. But with steady growth over the past three years, the school has once again achieved this mark. In comparing the current report card against the previous one, the school improved in all sub-factors of the school letter grade. Even so, the improvement of lowest performing students continues to be an area of concern (the grade is currently an "F"). And while the point value has increased from 4.43 to 5.27, the school's Q1 score is the one remaining category in which the school is lower than a "C". Ongoing and newly planned interventions are described in the Q1 section below.

### Current Standing

*Provide a statement of progress regarding the school's "Current Standing" and offer any additional information regarding this measure.*

The following graph depicts MCHS's proficiency rates in reading and mathematics, as measured by the PARCC assessment. The local district's averages are also shown. The rates displayed are inclusive of all high schools (elementary and middle school scores are not included in the averages on the graph).



### School Growth

*Provide a statement of progress regarding "School Growth" and offer any additional information regarding this measure.*

Students' overall growth at Middle College High School exceeded the state average. Although data is not yet available to determine percentile rankings for 2018, MCHS' percentile rankings amongst all high schools in the state for 2017 were as follows:

Reading:	87 <sup>th</sup> Percentile
Mathematics:	72 <sup>nd</sup> Percentile
Science:	89 <sup>th</sup> Percentile

Given that the school's scores exceeded its previous year's scores, these rankings are anticipated to be higher for 2018. Nonetheless, MCHS acknowledges the need to make growth in the Q1 cohort of students, as detailed below.

### **Q3 (Highest Performing 75%) Growth**

*Provide a statement of progress regarding the school's "Q3 Growth" for the past six years and offer any additional information regarding this measure.*

As indicated in the School Grade Report Card, "school growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance." During the most recent contract period (2012-2018), Middle College's Q3 growth is identified as follows:

Reading: 1.477

Mathematics: 0.828

### **Q1 (Lowest Performing 25%) Growth**

*Provide a statement of progress regarding the school's "Q1 Growth" for the past six years and offer any additional information regarding this measure.*

As indicated in the School Grade Report Card, "school growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance." During the most recent contract period (2012-2018), Middle College's Q1 growth is identified as follows:

Reading: 1.078

Mathematics: 0.360

Middle College's Q1 growth in mathematics was reported as +0.61 on the 2018 School Grade Report Card. For the past three school years, MCHS has targeted mathematics as an area in need of improvement. Realignment of the curriculum and the addition of highly qualified math and science instructors are believed to be salient factors in the recent upward trend.

On the other hand, Middle College's Q1 growth in reading was reported as -0.45 on the 2018 School Grade Report Card. In an attempt to address a decline from the previous year, the school added an intervention course in reading for students who had not passed the PARCC exam. While the course focused on test item analysis to identify the lowest scoring areas on the exam, a one-size-fits-all approach to classroom instruction did not reverse the downward trend. Adding to this strategy for the present year, the English department is supplementing instruction with an online diagnostic, review, and practice component that provides individualized remediation as needed.

### **Opportunity to Learn**

*Provide a statement of progress regarding "Opportunity to Learn" and offer any additional information regarding this measure.*

As indicated in the School Grade Report Card, student attendance rates for Middle College High School exceed 98%.

Also calculated in this indicator are the ratings from student surveys. As indicated in the School Grade Report Card, student surveys contain "questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50." The student survey score (average) for Middle College High School is recorded as follows:

Survey Score: 44.52 (of 50)

### **Graduation**

*Provide a statement of progress regarding the school's "Graduation" and offer any additional information regarding this measure.*

As indicated in the School Grade Report Card, "Students are expected to graduate in four years. Each year the school is expected to increase the number of on-time graduates."

Middle College High School has always exceeded the local district's four-year graduation rate by a significant margin. While Gallup-McKinley's graduation rate holds steady at 67%, Middle College improved from 79% in 2016 to 92% in 2017.

### **College and Career Readiness**

*Provide a statement of progress regarding the school's "College and Career Readiness" and offer any additional information regarding this measure.*

As indicated in the School Grade Report Card, "High school students are expected to participate in at least one college or career readiness program: 1) College entrance exams 2) Evidence that the student can pass a college-level course 3) Eligibility for an industry-recognized certification. Points are given separately for students' participation and for their success in achieving targets."

Participation and success rates for students attending Middle College exceed 90% on both measures.

### **Bonus Points**

*Provide a statement of progress regarding "Bonus Points".*

As indicated in the School Grade Report Card, "Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology."

According to the Report Card, Middle College High School's grade for bonus points is calculated on Student and Parent Engagement, Truancy Improvement, and Using Technology. The category for Extracurricular Activities does not generate bonus points for MCHS. This does not mean, however, that MCHS students are uninvolved in extracurricular activities, as students are permitted to participate in the athletic programs of their respective Gallup-McKinley school of residence. Likewise, MCHS is in its third year as a chapter of the National Honor Society and students are also permitted to participate in UNM-Gallup's various clubs and organizations, including Student Senate.

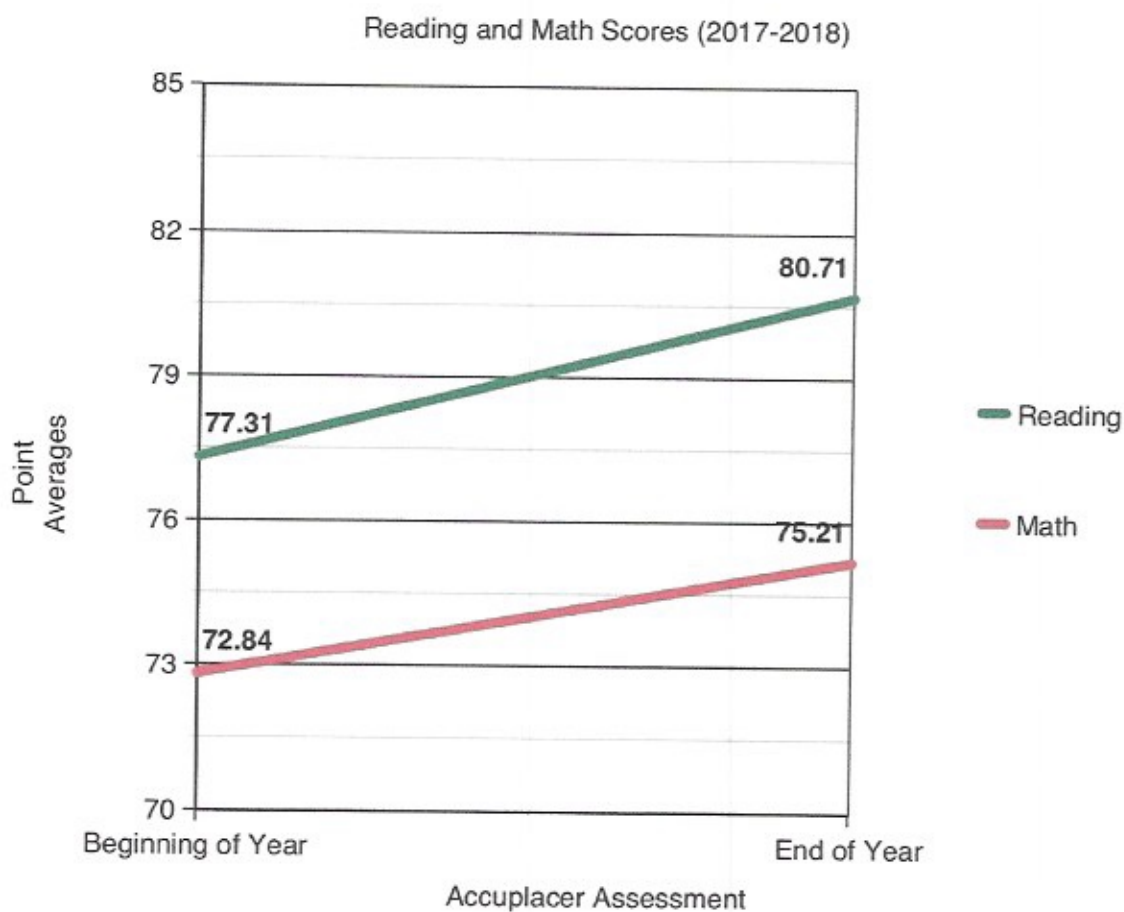
In recent years, the bonus-points calculation has also included students' completion of Next Step Plans. Middle College has devised a plan that is both specific and meaningful to the needs of students who are participating in a dual enrollment environment. This plan has earned high marks from the NM Public Education Department. Included in the appendices is a copy of the MCHS Next Step Plan.

**B. Mission Specific and/or Student Academic Performance Standards/Goals from the School's Current Charter**

--as measured by the school's selected short-cycle assessments and/or other standards-based instruments.

The school's goals and/or indicators include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school's statements and analysis of student progress toward those standards.

<b>Student Academic Performance Standard/Goal #1:</b>
Middle College High School will utilize the current college placement assessment as both pre- and post-test to determine students' annual growth in reading and mathematics.
<b>Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used to Determine Growth:</b>
The Middle College High School uses the University of New Mexico's placement assessment as its Short-Cycle Assessment to measure each cohort's progress in reading and math. This is an appropriate assessment for students who are dually enrolled in both high school and college courses. As the university switched assessments midway through the 2016-17 school year (from Compass to Accuplacer), prior scores could not be compared to present ones.
The following graph depicts the school's overall growth in reading and mathematics for school year 2017-18, from beginning to end of year.



**Other Student Performance Standards/Goals—as applicable**

The school's goals and/or indicators regarding other student performance measures include a calculation of the number of college credits earned each year. The average annual data obtained using this measure and the school's statements and analysis of this measure are also included.

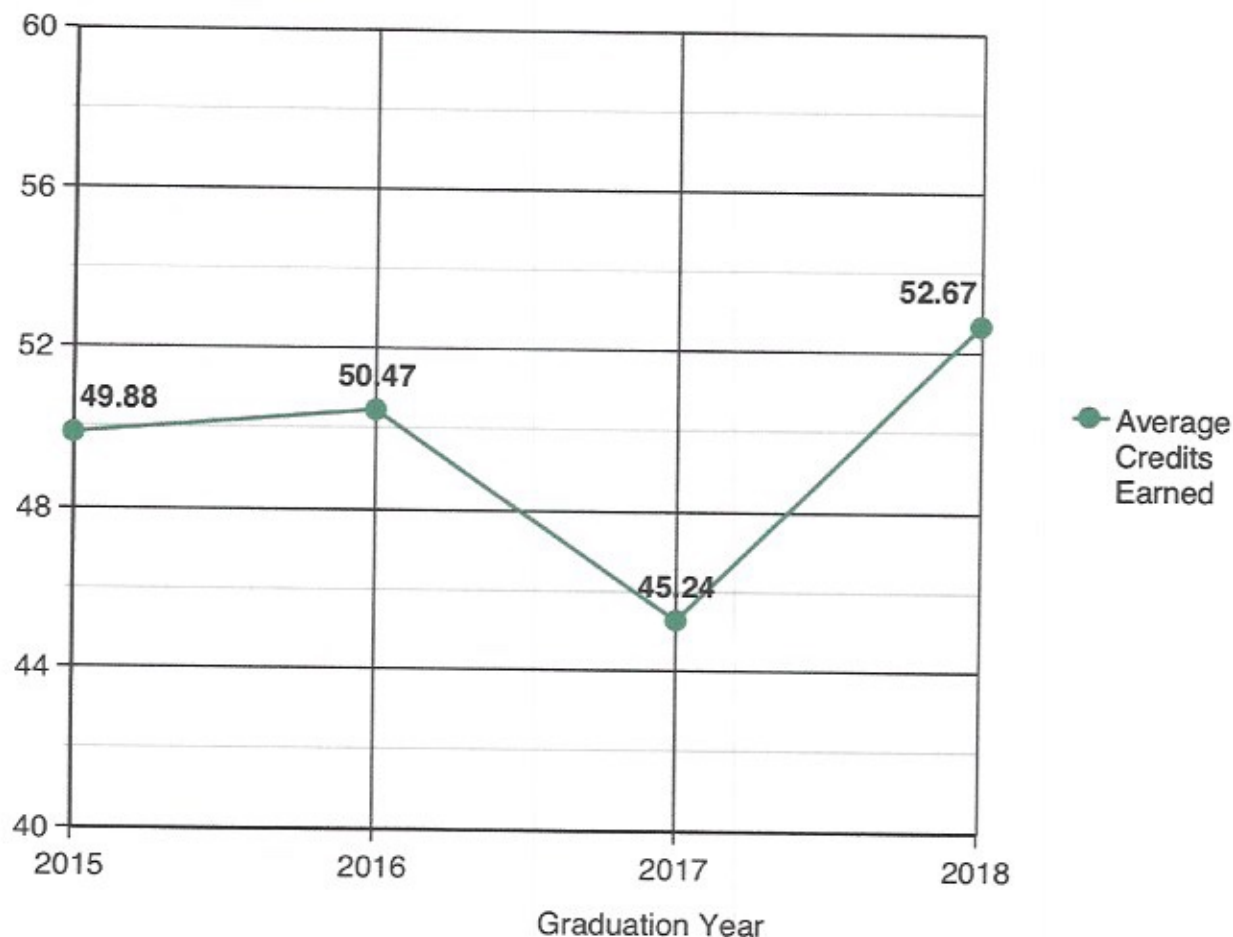
**Student Performance Standard/Goal:**

In accordance with the mission of the Middle College High School, students will participate in concurrent enrollment to expand opportunities for postsecondary advancement.

**Measure(s) Used:**

Middle College tracks the number of college credits earned per graduating cohort. Based on historical trends, the school has set a target of fifty credits per graduating student. The following graph depicts the credit average per cohort group, as determined by their University of New Mexico transcripts.

Average Number of College Credits Earned Per Graduating Student



**Student Performance Standard/Goal:**

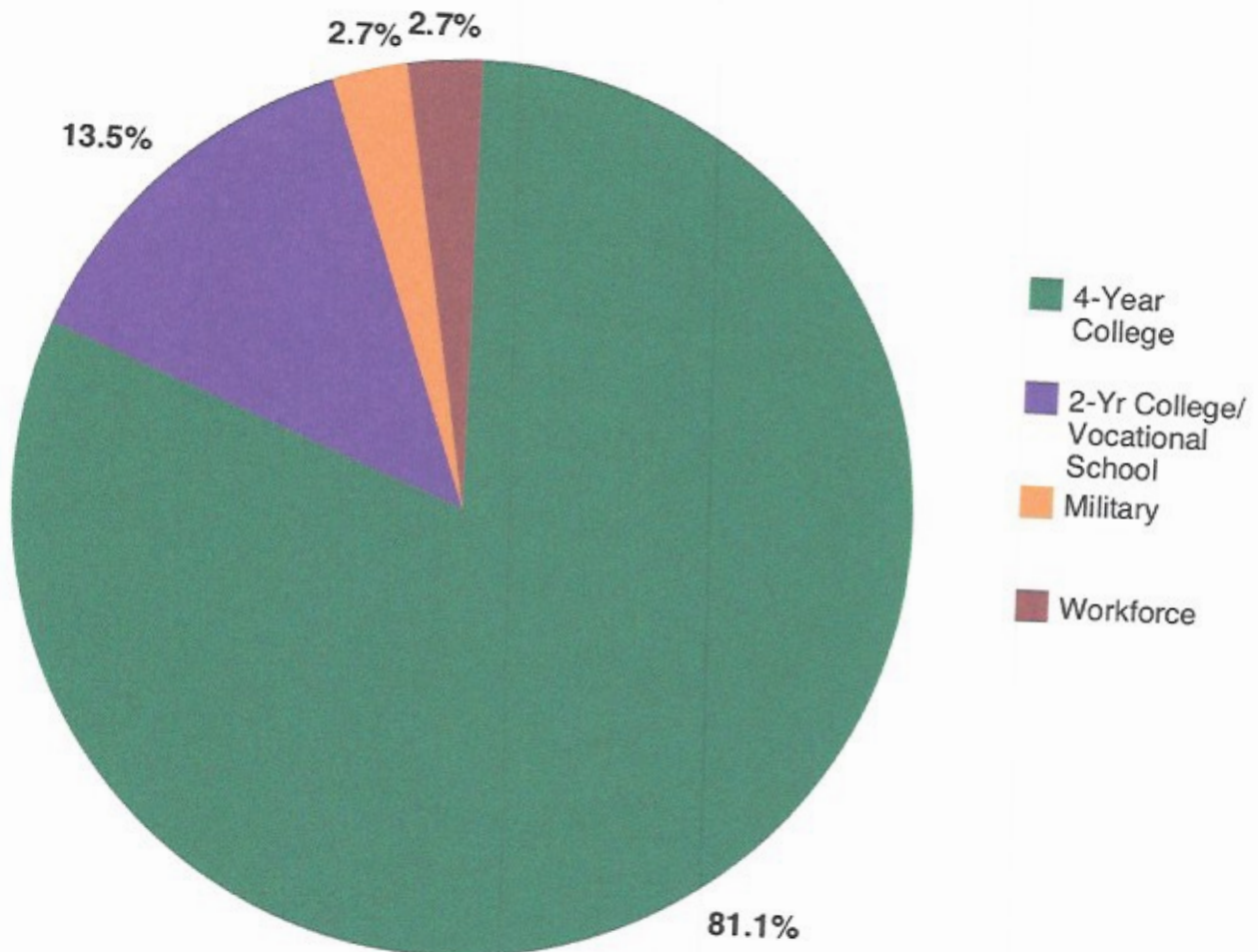
In accordance with its mission, Middle College High School will increase student involvement in postsecondary education

**Measure(s) Used:**

MCHS follows up with its graduates to identify how successfully they have transitioned into the postsecondary environment. Because retention is every bit as important as acceptance into college, MCHS does not follow up until eight months after graduation. This is intentionally scheduled to take place after the completion of the first semester away from Middle College. That way, MCHS can measure if students are remaining in college, which is the transitional goal of an early college high school.

The graph below depicts the postsecondary locations of the class of 2017 (the first cohort to which this metric has been applied). Results for the class of 2018 will be collected in January 2019.

**Class of 2017 Postsecondary Audit**



## 2. Financial Compliance

### a. Audit

1. 13/14 – Two audit findings
  - a. Nature of Findings
    - i. Untimely preparation & submission of ERB reports – Other Matter
    - ii. Insufficient pledged collateral – Other Matter
  - b. School's Corrective Action
    - i. Management began paying greater attention to ensure timely submission of monthly ERB reports
    - ii. A procedure was implemented to review the collateral reports regularly, and ensure that the deposits are properly collateralized at all times.
2. 14/15 – Two audit findings
  - a. Nature of Findings
    - i. Deficiencies in internal control structure design, operation, and oversight – Material Weakness
      - a. lack of segregation of duties in the payroll cycle,
      - b. lack of internal controls over review of bank reconciliations,
      - c. lack of proper access restriction over vendor database master file and review of changes made,
      - d. lack of proper access restriction over employee database master file and review of changes made,
      - e. lack of review by management to ensure payroll runs are accurate and valid.
    - ii. Inadequate review of manual journal entries – Significant Deficiency
  - b. School's Corrective Action
    - i. Management implemented processes to reduce risk in the various areas mentioned:
      - a. CEO reviews all pre-payroll reports before payroll is posted each payday. He also has opportunity to review prior paydays' reports for comparison. CEO posts payroll each payday,
      - b. CEO signs and dates the bank reconciliation monthly after reviewing with the Business Manager,
      - c. CEO approves all changes to the vendor file by signing a system dated print- out of the change. Any changes between a beginning of the year vendor listing and a year-end listing can be accounted for in the approved changes.
      - d. Employees have immediate access to paystubs. Historical paystubs are in Employees' Portal for comparison. Employee can easily see requested changes.
      - e. Same as a. and d. above.
3. 15/16 – One audit finding

- a. Nature of Findings
    - i. Deficiency in internal control structure design, operation & oversight (Repeat & Revised) – Compliance and Other Matter
      - a. Lack of segregation of duties in journal entries
  - b. School's Corrective Action
    - i. Monthly journal entries are presented to the Charter School's Finance Committee monthly. These journal entries are well documented with supporting documentation to be easily understood. The Charter School began utilizing School District staff to review and approve year end journal entries, which can be more complicated.
4. 16/17 – No audit findings

#### **b. Board of Finance**

Middle College High School (MCHS) has been locally chartered under Gallup-McKinley County Schools since 2009 until current, and under UNM-Gallup from 2002-2009. In the history of MCHS, the governing body has not been required to act as a Board of Finance.

Now that MCHS is requesting to be chartered under the NM Public Education Department, MCHS will become qualified for Board of Finance status:

1. MCHS currently employs a Business Manager with the following credentials:
  - Certified Public Accountant
  - School Business Official's license – Level 2
  - Certified Procurement Officer
  - Twenty (20) years of NM School Business experience
2. The governing body will consult with the division on any matters not covered by the manual of accounting and budgeting before taking any action relating to funds held by it as a board of finance.
3. The Business Manager and Chief Executive Officer will be adequately bonded to protect the funds entrusted to them from loss.

The current governing body of MCHS has never been suspended and not reinstated as a board of finance, and no member of the current governing body of MCHS was formerly a member of a governing body of a charter school that was suspended and not reinstated as a board of finance.

### 3. Contractual, Organizational, and Governance Responsibilities

#### a. Charter Material Terms

*The performance provisions in the charter contract shall be based on a framework that clearly sets forth the academic and operations performance indicators, measures and metrics that will guide the chartering authority's evaluation of each charter school. The performance framework shall include indicators, measures, of metrics for, at a minimum:*

- (1) Student academic performance: As an early college high school adhering to its mission, students participating in a combination of high school and concurrent enrollment courses at the University of New Mexico-Gallup are accessing a rigorous curriculum, as would be expected of students transitioning into college while still in high school. During the previous contract term, Middle College High School has perennially led the local school district in reading, math, and science proficiencies. Middle College follows both the Common Core State Standards and the Higher Education Department's college core standards.
- (2) Student academic growth: For the past three school years, Middle College High School has made appreciable growth in reading and math, as evidenced by the "A" letter grade on the 2018 School Grading Report Card. But an analysis of the subgroups reveals that not all students are meeting the growth targets established by the state.
- (3) Achievement gaps in both proficiency and growth between student subgroups: Improvement of the lowest performing students continues to present some challenge to the school. Initially, this was most notable in mathematics. But the school has made steady growth in math with these students during the past three years. During the same period, this quartile of students began to decline in reading growth. Efforts to date have not resolved the reading gap between the growth of highest and lowest performing students. While the school plans to continue a reading intervention course for the lowest performing students, it will be supplemented with an online component that addresses remediation through algorithms that are highly individualized.
- (4) Attendance: During the term of the most recent charter contract, the school has annually earned additional points for attendance. Attendance is taken daily by MCHS instructors and is, in addition, double-checked weekly by referencing all students' mandatory tutor time sheets. The school exceeds the state's minimum of 1,080 hours of annual instructional time through the application of Carnegie units for courses bearing college credit. The average MCHS student completes more than 1,200 hours of instructional time per academic year.
- (5) Recurrent enrollment from year to year: Students admitted into the program are continuously enrolled through graduation. While authorized under the local district, the school has been subject to an enrollment cap of 100 students, which has created a waitlist of between 20-50 students annually. The school abides by open enrollment and holds a lottery to fill vacant seats. The only students given automatic enrollment are the appropriately aged siblings of currently enrolled students, as per the requirements of the New Mexico Administrative Code.
- (6) Postsecondary readiness: The average graduate of Middle College High School completes 50 credits of transferrable college core. Moreover, students are tracked eight months beyond graduation to determine if they are still enrolled in college following

their first semester away from Middle College High School. This metric was first applied to the graduating class of 2017, in which more than 81% of MCHS graduates are enrolled in, and still attending, college more than eight months beyond their high school graduation.

- (7) Graduation rate: While chartered with the district, Middle College High School's graduation rate has historically surpassed the 67.2% rate of its authorizing district. The lowest rate for the school was 79% (in 2016), but is presently 92%.
- (8) Financial performance and sustainability: MCHS passed its most recent audit with no findings. At present, school administration and governance are working to qualify as a Board of Finance.
- (9) Governing body performance, including compliance with all applicable laws, rules and terms of the charter contract: As identified in section b below, all MCHS Governing Council members have met the necessary number of training hours as mandated under the NMAC, Section 6.80.5.8.B, with some members serving also on the school's finance and audit committees.

#### **b. Organizational Performance Framework**

As mandated in NMAC 6.80.5.8.B, all MCHS Governing Council members abide by the minimum required hours of training, which include:

- (1) two hours of training on public official/charter school governing body ethics and responsibilities;
- (2) two hours of training on charter school fiscal requirements;
- (3) one hour of training on understanding and evaluating academic data;
- (4) one hour of training on open government requirements; and
- (5) one hour of training on legal and organizational performance requirements.

#### **c. Governance Responsibilities** (excerpted from the MCHS Policy Manual)

### **ARTICLE II. GOVERNANCE**

#### **2.01 ORGANIZATION OF THE GOVERNING COUNCIL**

1. The MCHS board of directors shall have at least five (5) members who shall be known collectively as the Governing Council.
2. The Governing Council will consist of members including (but not limited to):
  - A parent representative
  - A representative from the area's Native American population
  - A representative from a local secondary or postsecondary institution

3. Members of the Governing Council will hold office for a minimum of one year. In the interest of continuity of service, each member shall serve until his or her successor is appointed and qualifies.
4. Any officer may be removed, either with or without cause, by the Governing Council, at any time. Any officer may resign at any time by giving written notice to the Governing Council or to the President or Secretary of the Council. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. All provisions of this Section shall be superseded by any conflicting terms of a contract that has been approved or ratified by the Governing Council relating to the employment of any officer of the Council.
5. Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Council shall fill the vacancy. Unless otherwise prohibited by provisions of law, vacancies on the Council may be filled by approval of Council members. If the number of members then in office is less than a quorum, a vacancy on the Council may be filled by approval of a majority of the members then in office or by a sole remaining member. A person appointed to fill a vacancy on the board shall hold office until the next election of Governing Council officers or until his or her death, resignation, or removal from office.

## 2.02 GOVERNING COUNCIL MEETINGS

1. All meetings shall be held at the principal office of the Middle College High School, presently located at 705 Gurley Avenue, Gallup, NM 87301, at 5:00 pm, or as otherwise indicated in the meeting notice.
2. Unless otherwise specified, regular meetings shall be held on the second Tuesday of each month. The agenda will be provided by school administration, whose office is presently located at 705 Gurley Avenue, at least seventy-two (72) hours prior to commencement of the meeting. Public notice of the meeting shall also indicate how a copy of the agenda may be obtained.
3. Special meetings may be called by the President or acting chairman or by a majority of the governing body members upon one weeks' prior notice. The notice shall include an agenda for the meeting or information on how members of the public may obtain a copy of the agenda. The agenda shall be available to the public at least seventy-two (72) hours before any special meeting.
4. Emergency meetings will be called only under unforeseen circumstances that demand immediate action to protect the health, safety, and property of citizens or to protect the public body from substantial financial loss. The Governing Body of the Middle College High School will avoid emergency meetings whenever possible. Emergency meetings may be called by the President or acting chairman or a majority of the members upon twenty-four (24) hours' notice, unless threat of personal injury or property damage requires less notice. The notice for all emergency meetings

shall include an agenda for the meeting or information on how the public may obtain a copy of the agenda.

5. For the purposes of regular and special meetings, notice requirements are met if notice of the date, time, and place is provided by telephone or email to newspapers of general circulation in the state and posted at the offices of Middle College High School and the MCHS website. Email notice also shall be given to newspapers of general circulation for notice of public meetings.

6. In addition to the information specified above, all notice shall include the following language:

*"If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact the Administration Office of the Middle College High School at least 24 hours prior to the meeting. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please telephone the Administration Office at 505-722-9945, if an accessible format is needed."*

7. The Governing Body of the Middle College High School may close a meeting to the public only if the subject matter of such discussion or action is excepted from the open meeting requirement under Section 10-15-1(H) of the Open Meetings Act.
  - a. If any meeting is closed during an open meeting, such closure shall be approved by a majority vote of a quorum of the Governing Body of the Middle College High School taken during the open meeting. The authority for the closed meeting and the subjects to be discussed shall be stated with reasonable specificity in the motion to close and the vote of each individual member on the motion to close shall be recorded in the minutes. Only those subjects specified in the motion may be discussed in the closed meeting.
  - b. If a closed meeting is conducted when the Governing Body of the Middle College High School is not in an open meeting, the closed meeting shall not be held until public notice, appropriate under the circumstances, stating the specific provision of law authorizing the closed meeting and the subjects to be discussed with reasonable specificity, is given to the members and the general public.
  - c. Following completion of any closed meeting, the minutes of the open meeting that was closed, or the minutes of the next open meeting if the closed meeting was separately scheduled, shall state whether the matters discussed in the closed meeting were limited only to those specified in the motion or notice for closure.
  - d. Except as provided in Section 10-15-1(H) of the Open Meetings Act, any action taken as a result of discussions in a closed meeting shall be made by vote of the Governing Body of the Middle College High School in an open public meeting.
8. A quorum shall consist of a simply majority of the members of the Governing Council. Except as otherwise provided under provisions of law, no business shall be considered by

the Council at any meeting at which the required quorum is not present, and the only motion which the President shall entertain at such meeting is a motion to adjourn.

9. Meetings of the Governing Council shall be presided over by the President of the Governing Council, or, if no such person has been so designated or, in his or her absence, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the Board shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.
10. Every act or decision done or made by a majority of the Council members present at a meeting duly held at which quorum is present is an act of the Governing Council, unless provisions of law require a greater percentage or different voting rules for approval of a matter by the Council.

### 2.03 GOVERNING COUNCIL POWERS AND RESPONSIBILITY

1. Subject to the provisions of law and any limitations specified in these policies relating to action required or permitted to be taken or approved by the members, if any, of this Council, the activities and affairs of the Governing Council shall be conducted and all powers shall be exercised by or under the direction of the this Council.
2. Powers thus reserved to the Governing Council include the development, approval, and review of organizational policies, while deferring the management of operational policies and procedures to the Council's supervisee, the MCHS Chief Administrator.
3. It shall be the duty of the Governing Council to:
  - a. Perform any and all duties imposed on them collectively or individually by law, and as identified in these policies.
  - b. Approve the mission, guiding principles, and definition of whom the school serves.
  - c. Employ a Chief Executive Officer for the school; fix the salary and length of contract.
  - d. Recommend and/or approve the educational and personnel policies for the school.
  - e. Approve any long and short term plans for the development and operation of the school.
  - f. Appoint and remove, employ and discharge, and, except as otherwise provided in these policies, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of the Governing Council and the Charter School.
  - g. Supervise all officers, agents, and employees of the Council and the Charter School, as designated, to assure that their duties are performed properly.
  - h. Approve the school's finances through the school budget.

- i. Meet at such times and places as required by these policies.

#### 2.04 COUNCIL COMMITTEES

The Governing Council may establish standing committees. Each committee will consist of two (2) council members. Committee assignments and chairmanships will be determined by action of the entire Council. Each committee may also include parents, business/community representatives, and representatives from area educational institutions. Persons who are not also members of the Council shall act in an advisory capacity to the council. All meetings of Council committees will be publicly announced and will adhere to the Open Meetings Act. The Council has established the following standing committees: budget and audit. Committees may be consolidated as needed.

#### 2.05 COUNCIL AGENDA

MCHS Administration sets Governing Council meeting agendas, subject to approval of the Council President. The Council reserves the right to delete items at the meeting that are from persons other than the Council members. A written request that an item be included on the agenda must be filed in the school's principal office at least two (2) workdays prior to publication of the agenda. Such requests must include, in writing, all statements and materials the person anticipates presenting.

#### 2.06 PARLIAMENTARY AUTHORITY

Robert's Rules of Order, newly revised, will direct the Governing Council, except when state regulations prevail. Although most items are handled by appropriate motion procedures, consensus action is also used. Actual procedures will be left to the discretion of the Council President.

#### 2.07 COUNCIL MINUTES

A record of all actions of the Council will be set forth in the official minutes of the Council. The minutes will be kept on file as the permanent official records of the Middle College High School. Recordings of all open meetings will be on file for one year. The Council will maintain a separate handbook of resolutions passed by the Council. The Council will also maintain an archived record of action.

## **Part B: Progress Report\***

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

## 1. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

### a. Department's Standards of Excellence – A-F Letter Grades

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

**For any school that has not maintained a C or better letter grade in each year of the term of the contract, or that has received a D or F in any indicator of the letter grade in the past two years, provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.**

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have maintained a C or better letter grade over the term of the contract AND have not received a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.**

***School response:***

Beginning with school year 2014-15, when PARCC replaced NMHSCE as the state's HSGA, Middle College High School earned one of the state's highest proficiency marks in reading. Since that time, MCHS has battled to return to an "A" letter grade. But with steady growth over the past three years, the school has once again achieved this mark. In comparing the current report card against the previous one, the school improved in all sub-factors of the school letter grade (for a detailed analysis, refer to attached Appendix). Even so, the improvement of lowest performing students continues to be an area of concern (the grade is currently an "F"). And while the point value has increased from 4.43 to 5.27, the school's Q1 score is the one remaining category in which the school is lower than a "C". Ongoing and newly planned interventions for the Q1 cohort are as follows:

Middle College's Q1 growth in mathematics was reported as +0.61 on the 2018 School Grade Report Card. For the past three school years, MCHS has targeted mathematics as an area in need of improvement. Realignment of the curriculum and the addition of highly qualified math and science instructors are believed to be salient factors in the recent upward trend.

On the other hand, Middle College's Q1 growth in reading was reported as -0.45 on the 2018 School Grade Report Card. In an attempt to address a decline from the previous year, the school added an intervention course in reading for students who had not passed the PARCC exam. While the course focused on test item analysis to identify the lowest scoring areas on the exam, a one-size-fits-all approach to classroom instruction did not reverse the downward trend. Adding to this strategy for the present year, the English department is supplementing instruction with an online diagnostic, review, and practice component that provides individualized remediation as needed.

## b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

**All applicants must report on each school specific charter goal that is included in the school's performance framework.** Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

**For any applicant that did not meet all of their goals in each year of the contract term,** provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.**

### *School response:*

As an early college high school, MCHS measures students' beginning- and end-of-year growth using the University of New Mexico's college placement assessment. The school also tracks the average number of college credits earned per graduating cohort. Moreover, MCHS follows up with its graduates eight months after they have left the school to identify their postsecondary retention rates.

For a detailed look at the data collected for MCHS' Mission Specific Indicators, please refer to Part B, Section I.B of the attached Appendix.

## 2. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

### a. Audit

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

**For any school that has received material weakness, significant deficiency, or repeat audit findings in any annual audit during the term of the contract** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in "tracking and reporting progress on the status of audit findings" to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.**

#### *School response:*

Middle College High School passed its most recent audit with no findings. Corrections of findings from previous years are detailed in Section 2.a of the Attachment.

## b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (school/adult/leader/board actions) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (improved practices and outcomes).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.**

### *School response:*

Middle College High School (MCHS) has been locally chartered under Gallup-McKinley County Schools since 2009 until current, and under UNM-Gallup from 2002-2009. In the history of MCHS, the governing body has not been required to act as a Board of Finance. Under the PEC, MCHS will operate as a Board of Finance according to the practices identified in Section 2.b of the Attachment.

### 3. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted.

#### a. Charter Material Terms\*

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

**Each school must provide a brief narrative** describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms).

The narrative will be verified during the site visit.

**If the school has made substantial changes or has not met any of the material terms of the contract** during the term of the contract, the school **must** provide a narrative to explain the improvement actions (school/adult/leader/board actions) the school made during the term of the contract in order to meet those charter objectives and terms.

Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

***School response:***

The school's mission is to offer 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 (refer to section 3.a of the Appendix for a descriptive list of assurances detailing the school's compliance with the material terms of the referenced statute).

Established as New Mexico's first early college high school in 2002, the aim of MCHS is to increase student involvement in postsecondary education with an emphasis on serving students of diverse backgrounds who are normally underrepresented at the local, regional, and national levels. The goals of MCHS are:

- a. Provide high quality learning-centered education to all MCHS students
- b. Provide effective and efficient services to all MCHS students, fostering their independence as they transition into the postsecondary environment
- c. Increase student enrollment at UNM-Gallup
- d. Provide an educated and skilled workforce to enhance Gallup's economic development

Students attending the Middle College High School follow the University of New Mexico's scheduled course hours. This schedule enables greater flexibility for students pursuing various credentials. Most courses occur between the hours of 8:00 am and 4:45 pm, with some courses occasionally scheduled beyond 5:15 pm.

The Middle College High School's official hours of operation begin at 7:45 am and conclude at 5:00 pm, Mondays through Fridays.

Each instructional staff member at the Middle College High School possesses a master's degree and at least 18 graduate credit hours in the field in which he or she is respectively teaching. All teachers are also licensed through the New Mexico Public Education Department and meet highly qualified designations to teach applicable high school content.

Parents of MCHS students are invited to attend annual orientation and community input meetings. The school also requires parents to be involved in the development of students' Next Step Plans, and offers grade-level specific workshops for parents in areas such as test preparation strategies and FAFSA completion.

As in Part F of this application, Middle College High School has sought, and its Governing Council taken action on, each of the waivers allowable to an early college high school under NMAC 6.30.13.13:

- Individual class load, and teaching load;
- Length of school day;
- Staffing patterns;
- Subject areas;
- Purchase of instructional materials; and
- Course work requirements

## b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

**For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.**

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.**

**Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.**

### *School response:*

The school has not received any deficient marks from its local authorizer. Nor have there been any OCR or special education complaints. Governing Council members have annually met all training requirements as mandated in administrative code.

### c. Governance Responsibilities\*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

**Each school must identify how they have met governance responsibilities during the term of the contract.** Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

**If the school identified any governance requirements they were unable to meet,** the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

#### *School response:*

For a thorough description of the school's governance structure and associated responsibilities, please refer to section 3.c of the Appendix, which contains the governance section of the school's Policy Manual. Individual members of the Governing Council presently serve on the school's monthly Finance Committee, as well as the school's annual Audit Committee.

\* All schools must provide a response for this section of the application.