



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

KURT STEINHAUS, ED.D.
SECRETARY OF EDUCATION, DESIGNATE

MICHELLE LUJAN GRISHAM
GOVERNOR

2020-2021 Annual School Performance Report: Middle College High School

School Name: Middle College High School

School Address: UNM Gallup 705 Gurley Avenue, Gallup, NM 87301

Head Administrator: Dr. Rob Hunter

Business Manager: Anna Cress

Authorized Grade Levels: 9-12

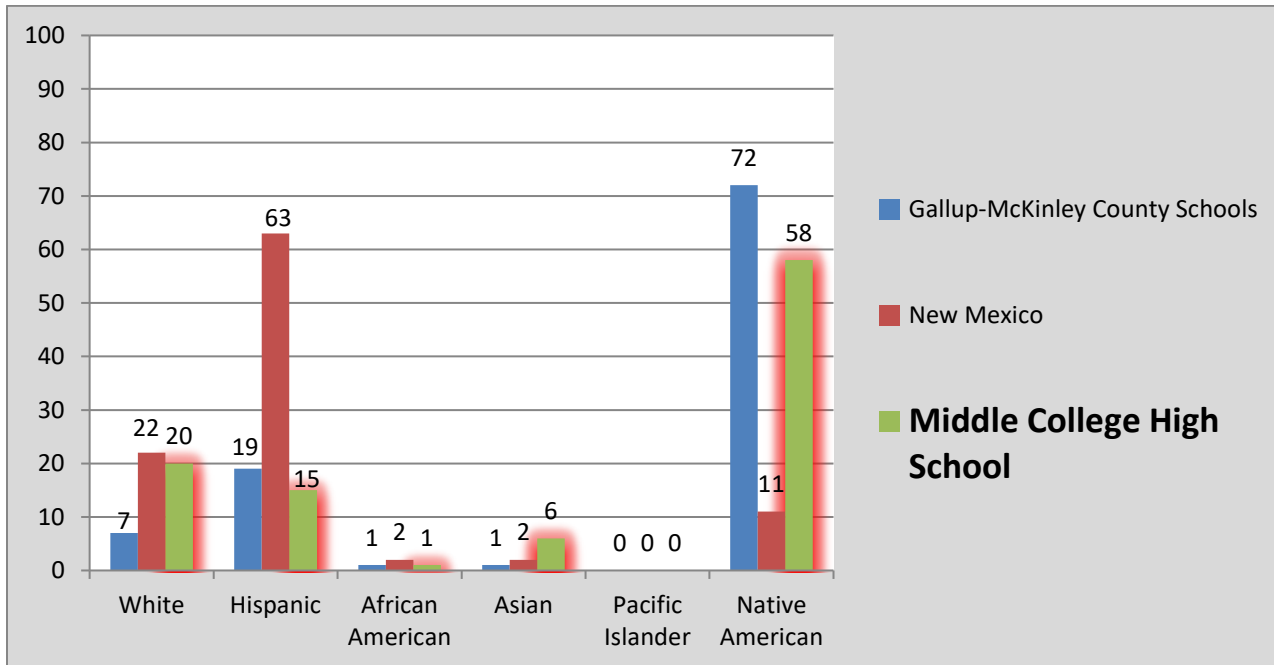
Authorized Enrollment Cap: 140

Current Enrollment: 142

Contract Term: 2019-2024

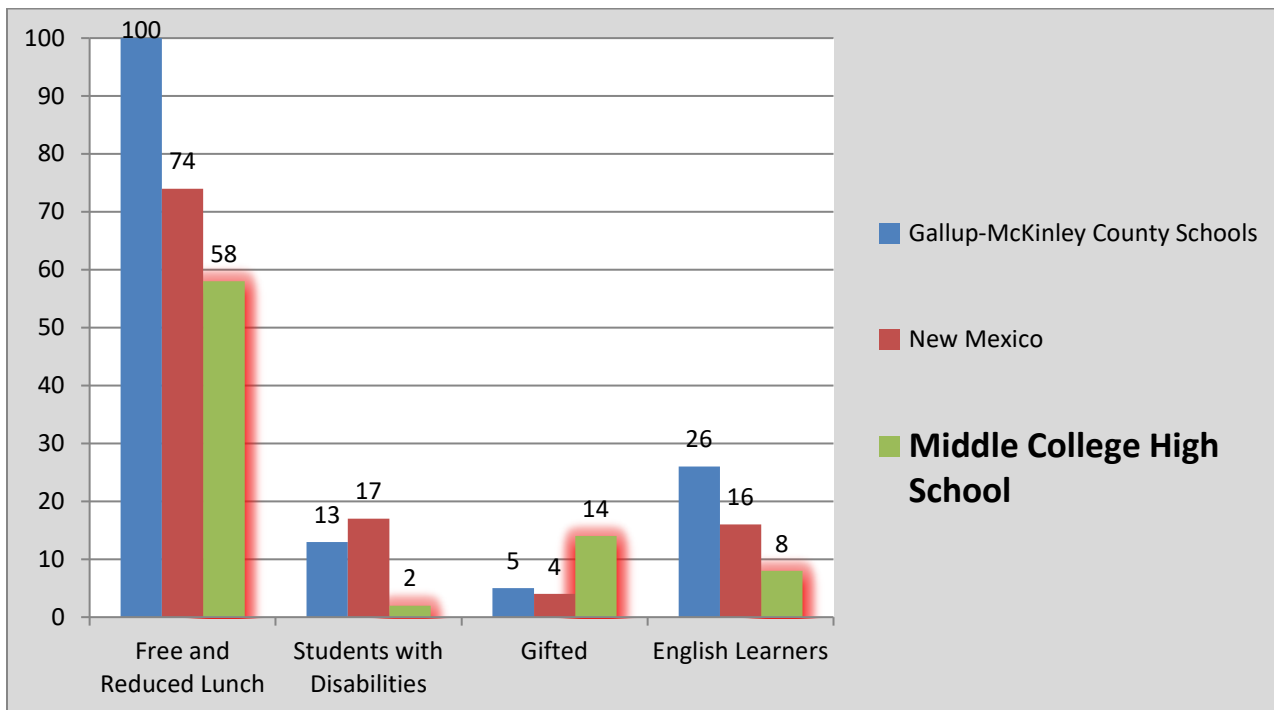
Mission: The school's mission is to offer concurrent enrollment and an innovative and high-quality individualized learning environment on the campus of UNM-Gallup for students in grades 9 -12. The school is designed to utilize UNM-Gallup resources so that students have expanded opportunities for postsecondary advancement. *individualized learning program, access to high quality NM-certified teachers, and high parental involvement. The mission will also include a school-with-in-a-school model with a focus on science, technology, engineering, and math (STEM).*

Enrollment by Race/Ethnicity



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups



Site Visit Summary: April 21, 2021

Virtual Site Visit Participants

School: Dr. Hunter: CEO; Michael Cunanan: Principal; Jeff Hunt: Social Studies; Allan Dino: STEM & Test Coordinator; Anna Cress: Business Manager; Betty Sutliff: GC President; Hannah Thompson: Student Success Advisor

OPFD/CSD: Missy Brown; Dylan Wilson; Rachel Stofocik

Response to COVID Pandemic

[Middle College High School](#) (MCHS) is in Gallup, NM and serves grades 9-12 with a focus on post-secondary education. The CEO of MCHS, Dr. Hunter offered a PowerPoint presentation to walk the CSD team through the school's virtual site visit for 2021. All MCHS students were connected within two weeks of initial school closure in spring of 2020. Dr. Hunter shared that 25 of the 31 2020 graduates were still in postsecondary schools with 13 attending in-state colleges and 12 attending out-of-state institutions. One graduate is now at Stanford University.

Dr. Hunter and teacher Jeff Hunt explained that the school had already been using Google Classroom and as a result, the transition to online learning was seamless. The biggest challenge was students taking college courses not taught by MCHS staff, since UNM closed, and all classes were taught asynchronously. Accordingly, the school pulled back on those courses. Instead of having students come in one at a time and working out a schedule, the school created a draft schedule of recommendation based on graduation needs and sent them to students who were then able to accept or provide edits.

Moving forward, the school will continue to implement some of the positive changes that they made because of the pandemic. The school will keep some courses like "financial literacy" completely online and will use the hybrid model for other classes like Driver's education. The school also found ways to combine classes to reduce screen time for students. This year they combined English 1 and NM history and the collaboration and course were successful. These innovative changes offered teachers and students more time for other work and projects.

Teaching, Learning, and Assessment

MCHS successfully monitored student's academic performance through many monitoring tools such as [Plickers](#), which provides on-the-spot information and data, and through [IXL](#). The school has used [Khan Academy](#), PowerSchool, [Remind](#), a messaging system that sent texts directly to students and/or parents and [QUIZZZ](#) to track and share student progress. If a student was not showing up to school, the staff called home and usually conducted a zoom meeting with parents and students afterward to ensure that all student needs were met.

MCHS implemented both synchronous and asynchronous learning modalities and offered individual tutoring sessions when needed. School staff also scheduled regular check-in meetings with families to gauge how students could be better supported and to address any academic concerns. When MCHS moved back to in-person learning, the school determined which students would benefit most from being physically back on campus, then reached out to those families.

The teachers had already completed their professional development for the 2020 school year. In addition, the teachers were given the choice to work at home or from the building. Teachers continued weekly meetings.

The school made a few changes to support students academically as many college-ready practices and standards were already in place. However, the school streamlined communication by eliminating all email not from UNM, which improved communication. Additionally, the teachers also used apps like [Jamboard](#) to differentiate learning for students.

Student and Family Support and Engagement

MCHS maintained a 91% attendance rate and retained all students throughout the health emergency. During the last year and a half, the school also applied for the Indian Education Act Grant and hired Hannah Thompson, a Student Success Advisor, and former MCHS student, to support Native students. Ms. Thompson currently works on registering students. Ms. Thompson will also help enroll students in summer programs and begin teaching a study skills class in the fall.

The school utilized multiple modalities of communication including surveys, newsletters, social media websites, and emails to communicate. The school held virtual meetings with delegates from Navajo Nation and the Office of Dine Education. Again, the school leaders pointed out that in some ways the move to digitized meetings improved participation and communication. Outside participation in the school's budget survey increased from 30 parents to 170.

Finally, the school purchased the necessary devices for teachers and staff to ensure successful online learning like headsets, cameras, etc.

Performance Framework Indicators (school-specific questions)

1.d. Is the school protecting the rights of English Learner students?

The school currently has 34 students on its ELP Error Report for the 120th day.

This appears to be a coding error. Please note that this was NOT an issue at the initial site visit done in 2019-2020. The school principal affirmed that he would investigate the ELP Error Report.

4.d. Is the school respecting employee rights?

Licensure discrepancy on full-time employee Timothy Knowles as needing a license. The school leader explained that Mr. Knowles is a UNM professor, and that Middle College HS has a waiver in the charter allowing UNM professors to be instructors at the school. Licensure often needs to be re-alerted to this fact.

4.e. Is the school completing required background checks and reporting ethical violations?

School has an ORI number. NM931197Z

2a-2c Audit Findings FY20

Nothing to report.

Mission-Specific Goals:

Goal 1: In accordance with the mission of Middle College High School, students will access concurrent enrollment to expand opportunities for postsecondary advancement. The school has set the following targets for earning college-level course credit based on the number of years enrolled at the school, as determined by their post-secondary transcripts.

- Each year, 80-90%, 1st year students, enrolled on the 40th and 120th day, will earn at least 3 credits of college-level classes(s).
- Each year, 80-90%, 2nd year students, enrolled on the 40th and 120th day, will have accumulated at least 9 credits of college-level classes(s).
- Each year, 80-90%, 3rd year students, enrolled on the 40th and 120th day, will have accumulated at least 18 credits of college-level classes(s).
- Each year, 80-90%, 4th year students, enrolled on the 40th and 120th day, will have accumulated at least 36 credits of college-level classes(s).

School Response: The reason for only three measurable cohorts is because the school was not authorized to serve 9th grade until school year 2019-2020, meaning that no students will have spent four years at the school until the end of the 2022-2023 school year. Since its inception in 2002, the school only served students in grades 10-12, which allows for the measurement of college credit attainment for students who have spent one, two, and three years in the school, respectively.

- One hundred percent of students completing their first year at MCHS earned three or more college credits. Likewise, one hundred percent of students completing their third year at MCHS earned eighteen or more college credits. Each of these cohorts exceeded their identified standards.
- The cohort of concern involves the students completing their second year at MCHS, of which only 70.8% earned nine or more college credits. While this cohort earned an impressive *average* number of college credits at 19.28, nearly 30% of the group earned fewer than nine college credits. Close analysis of the students comprising this subgroup suggests that the closure of campus hit them hardest. This is not surprising, as it is generally during the

second year that students begin transitioning into a greater number of courses that are taught by college faculty. Whereas in the first year, most of the courses bearing college credit are taught by our own dually licensed MCHS faculty, who track their students' academic progress meticulously, this was considerably more difficult to do with instructors who are not under the school's supervision, who because of FERPA laws and absence from campus, did not respond as freely to requests for student progress. We noted the downward trend in college credit attainment at the end of this cohort's fall semester, and it was by design that many of the students in this group did not earn many additional college credits because we intentionally kept them in high school only courses. We have not seen this issue in past years when we have been able to personally supervise and assist students in their completion of mandated tutor time. What we have learned is that it is necessary to tailor supports for students who are gradually transitioning into more courses taught by college faculty, which may involve more direct assignment of tutor time support with respective MCHS faculty. As for the students who completed their third year with MCHS, the data indicates that they have already learned the skills necessary to successfully transition to a more college-based schedule. Therefore, MCHS proposes to focus additional attention on identifying and meeting the specific supports that are crucial to a successful transition into a more college-based schedule.

- The school is unsure how to mark this goal, as two cohorts exceeded it, while a third cohort did not meet its negotiated standard.

Goal 2: The school has set a goal to match or surpass the norm-referenced goal of seventy-eight percent (78%) matriculation, with at least seventy percent (70%) of this student cohort retaining in college or post-secondary certificate program beyond their first semester after graduation from Middle College High School.

School Response: MCHS exceeded this goal, as more than 80% of the students comprising the graduating class of 2020 continued their enrollment in college two semesters post-graduation. Quite frankly, the school was surprised to see this, given that it was believed that the pandemic would have caused many students to defer their enrollment. And while there was a very slight dip in the number of students going directly onto college, twenty-five of thirty-one graduates from the class of 2020 enrolled and retained in college. Of this group, thirteen remained in state, while twelve elected to attend college out of state (including schools in Arizona, Utah, Colorado, Nebraska, Indiana, West Virginia, and California). Several took advantage of scholarships to top tier institutions like Stanford and Arizona State.

Assurances:

The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Standards

If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, 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. See ratings for individual indicators in Appendix A.

PERFORMANCE FRAMEOWKR AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

Financial Performance Framework: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school’s rating is solely based on repeat findings.

Middle College High School	2020-2021
Category I. Academic Performance Framework	
<u>Indicator 1</u> Components of School Accountability System	Unable to Review - COVID
<u>Indicator 2</u> Subgroup Performance	Unable to Review - COVID
<u>Indicator 3</u> Mission Specific Goals	Meets (or Exceeds) Standard
Category II. Organizational Performance Framework	
<u>Indicator 1a</u> Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
<u>Indicator 1b</u> Educational Program: state assessment requirements	Unable to Review - COVID
<u>Indicator 1c</u> Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard
<u>Indicator 1d</u> Educational Program: protecting the rights of English Language Learners	Working to Meet Standard
<u>Indicator 1e</u> Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
<u>Indicator 1f</u> Educational Program: NM DASH Plan	Not Applicable
<u>Indicator 2a</u> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard
<u>Indicator 2b</u> Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard
<u>Indicator 2c</u> Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard
<u>Indicator 2d</u> Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
<u>Indicator 2e</u> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
<u>Indicator 2f</u> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard
<u>Indicator 3a</u> Governance & Reporting: complying with governance requirements	ASSURANCES
<u>Indicator 3b</u> Governance & Reporting: complying with nepotism and conflict of interest requirements	Working to Meet Standard
<u>Indicator 3c</u> Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
<u>Indicator 4a</u> Students & Employees: protecting the rights of all students	ASSURANCES
<u>Indicator 4b</u> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
<u>Indicator 4c</u> Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
<u>Indicator 4d</u> Students & Employees: respecting employee rights	ASSURANCES
<u>Indicator 4e</u> Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
<u>Indicator 5a</u> School Environment: complying with facilities requirements	ASSURANCES
<u>Indicator 5b</u> School Environment: complying with transportation requirements	ASSURANCES
<u>Indicator 5c</u> School Environment: complying with health and safety requirements	ASSURANCES
<u>Indicator 5d</u> School Environment: handling information appropriately	ASSURANCES
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable

Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term

Middle College High School	2019-2020
Category I. Academic Performance Framework	
<u>Indicator 1 Components of School Accountability System</u>	
<u>Indicator 2 Subgroup Performance</u>	
<u>Indicator 3 Mission Specific Goals</u>	
Category II. Organizational Performance Framework	
<u>Indicator 1a Educational Program: mission and educational program of approved charter application</u>	Meets (or Exceeds) Standard
<u>Indicator 1b Educational Program: state assessment requirements</u>	Meets (or Exceeds) Standard
<u>Indicator 1c Educational Program: protecting the rights of students with disabilities</u>	Meets (or Exceeds) Standard
<u>Indicator 1d Educational Program: protecting the rights of English Language Learners</u>	Working to Meet Standard
<u>Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs</u>	Meets (or Exceeds) Standard
<u>Indicator 1f Educational Program: NM DASH Plan</u>	Not Applicable
<u>Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements</u>	Meets (or Exceeds) Standard
<u>Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles</u>	Meets (or Exceeds) Standard
<u>Indicator 2c Financial Mgmt & Oversight: responsive to audit findings</u>	Meets (or Exceeds) Standard
<u>Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility</u>	Meets (or Exceeds) Standard
<u>Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management</u>	Meets (or Exceeds) Standard
<u>Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls</u>	Meets (or Exceeds) Standard
<u>Indicator 3a Governance & Reporting: complying with governance requirements</u>	Meets (or Exceeds) Standard
<u>Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements</u>	Working to Meet Standard
<u>Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls</u>	Meets (or Exceeds) Standard
<u>Indicator 4a Students & Employees: protecting the rights of all students</u>	Working to Meet Standard
<u>Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment</u>	Meets (or Exceeds) Standard
<u>Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements</u>	Meets (or Exceeds) Standard
<u>Indicator 4d Students & Employees: respecting employee rights</u>	Working to Meet Standard
<u>Indicator 4e Students & Employees: completing required background checks / reporting ethical violations</u>	Meets (or Exceeds) Standard
<u>Indicator 5a School Environment: complying with facilities requirements</u>	Meets (or Exceeds) Standard
<u>Indicator 5b School Environment: complying with transportation requirements</u>	Not Applicable
<u>Indicator 5c School Environment: complying with health and safety requirements</u>	Working to Meet Standard
<u>Indicator 5d School Environment: handling information appropriately</u>	Working to Meet Standard
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard

Appendix B: Assurances



Charter Schools Division
 Performance Indicator Assurances
 2020-21

Charter School Name	Middle College High School
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In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.



- The school protects the rights of students with special needs, by:**
 - ✓ Providing services per individual IEP,
 - ✓ Maintaining both direct service and ancillary support logs,
 - ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.
- The school protects the rights of English Learner (EL) students:**
 - ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents.
- The school complies with federal and state grant program requirements.**
- The school meets Governance and reporting requirements:**
 - ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.
 - ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.
 - ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).
- The school protects the rights of all students:**
 - ✓ School meets all Culturally & Linguistically Responsive Framework requirements.
 - ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.
 - ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.
 - ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12)
 - ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.
 - ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17
 - ✓ School updates Next Step Plans annually for all high school students.
- The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1.**
- The school protects employee rights:**
 - ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms.
 - ✓ School has an employee handbook that includes discipline and grievance policies.
 - ✓ School has a salary schedule that complies with minimum teacher salaries.
 - ✓ School has a documented mentorship program for first year Level One teachers.
 - ✓ School obtains legally compliant background checks per NMSA § 22-10A-5.
- The school complies with facility requirements in NMSA § 22-8B-4.2.**
- The school complies with transportation requirements, including all inspections and insurance, if applicable.**

- The school complies with health and safety requirements:**
 - ✓ The school conducts all required emergency drills per [PED memorandum of 3/25/21](#).
 - ✓ The school maintains immunization records, including a master immunization log.
 - ✓ All staff complete training on reporting child abuse and neglect.
 - ✓ The school has a Diabetes Management plan.
- The school handles information appropriately:**
 - ✓ School completes all STARS reporting requirements on time.
 - ✓ School follows proper security procedures, including keeping student files locked.
 - ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.
 - ✓ School maintains a procedure for the transfer of cumulative files.



By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.

School Leader Printed Name	Robert D. Hunter, PhD		
Signature		Date	Jun 30, 2021
Board Chair Printed Name	Betty Sutliff		
Signature		Date	Jun 30, 2021