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SECRETARY OF EDUCATION

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GOVERNOR

**Charter Schools Division
2023-24 Renewal Application Part A
Revised
November 7, 2023**

School Name: Middle College High School

School Address: 705 Gurley Ave Gallup, NM 87301

Head Administrator: Dr. Robert Hunter

Governing Board Chair: Lisa Bracken

Business Manager: Katie Rarick

Authorized Grade Levels: 9-12

Authorized Enrollment: 150

2021-22 End of Year Enrollment: 139

Contract Term: 2019-2024

Weighted NMCI: 20.41

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).

Educational Program of School as written in the contract:

- i. 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.
- ii. 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.

- iii. Teachers co-teach weekly seminar classes. All licensed staff participates in weekly staff meetings and Friday afternoon professional development trainings.
- iv. MCHS communicates with parents to enhance understanding of the program, including parent letters, phone calls, and emails, as well as current postings to the MCHS website and electronic notifications via remind.com or Student Information System (SIS). MCHS also hosts numerous parent presentations and workshops, including annual orientations, a series of FAFSA and ACT preparation workshops and annual budget input meetings.

Amendments approved in last four years:

PEC Meeting Date	Approved (Y/N)	Amendment Request
12/16/2022	Y	GB Board Change
6/11/2021	Y	Change in Business Manager
8/21/2020	Y	Change in CPO
2/14/2020	Y	Change in Business Manager
11/15/2019	Y	Enrollment Cap Increase

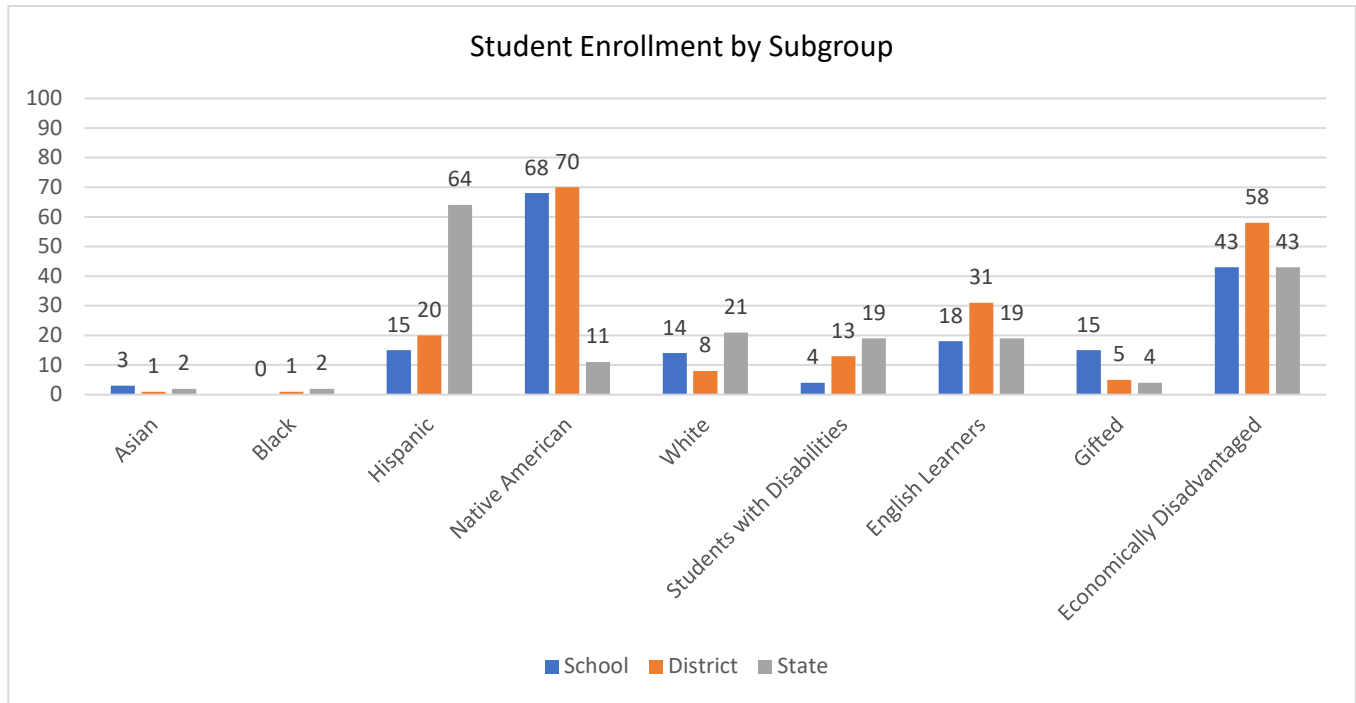
Source: Amendments and Notifications

Waivers:

Non-Discretionary Waiver	First Year of Waiver Implementation
Length of school day	2019-2020
Staffing pattern	2019-2020
Subject areas	2019-2020
Purchase of instructional materials	2019-2020
School principal duties	2019-2020

Source: CSD Internal Monitoring

Demographics as reported in STARS 2022-23 EOY:



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

Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	57
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	87.5*
Overall Academic Score: average of Indicators 1 and 3	72.3

*Note: see pages 12-13 for Mission-Specific Goal point scale.

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school's academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability). Schools with an overall score that places them in the top 25% of schools in the state are awarded the Spotlight

designation. Schools may also receive designations of excellence in specific areas. Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Middle College High School ranked above **77%** of elementary and middle schools statewide. The school received a designation of **Spotlight school**.

Overall Standing:

Contract Year	School Year	Vistas Score	Percentile Rank	Designations
Year 1	2019-20	Not available		
Year 2	2020-21			
Year 3	2021-22	57	77%	Spotlight School
Year 4	2022-23	Available November 2023		

Source: NMVistas.org

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		<p>Examples:</p> <p>In a group of 17 students, if the proficiency was 3% the chart would show $\leq 20\%$ and if it was 98% it would show $\geq 80\%$.</p> <p>In a group of 59 students, if the proficiency was 3% the chart would show $\leq 5\%$ and if it was 98% the chart would show $\geq 95\%$.</p>
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

Proficiency:

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Year 3 (2021-22) Proficiency Percentages			
	Reading	Math	Science
All	45%	*****	52%
Asian			*****
Black			
Hispanic	*****		*****
Native	*****	*****	*****
White	*****		*****
SwD			*****
EL	*****		*****
FRL	*****	*****	*****

Source: NMVistas.org

Academic Growth: Growth rates are not available for Years 1 and 2 (2019-20 to 2020-21) as statewide assessments were not administered to all students in those years. The growth rate for Year 3 (2021-22) was calculated by using an expected growth trendline from 2018-19 to 2021-22. The growth rate for Year 4 (2022-23) will reflect growth from Year 3 to Year 4. Negative growth shown in red.

2021-22 Growth		
Improvement Percentile		
	Reading	Math
Overall	-27%	-4%
Asian	-156%	0%
Black		
Hispanic	0%	0%
Native	-28%	10%
White	20%	-25%
SwD	-150%	0%
EL		
FRL	-34%	-6%

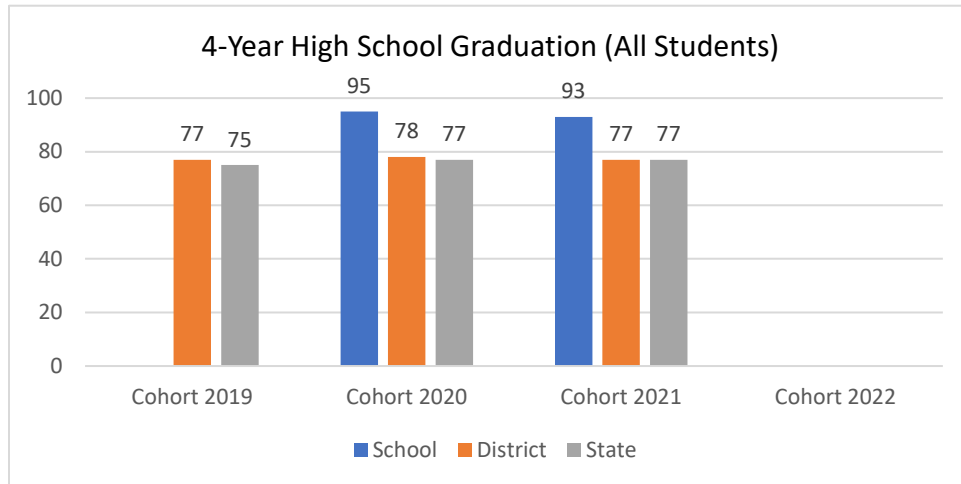
Source: NMVistas.org

English Learner Progress toward Proficiency: 8.3%

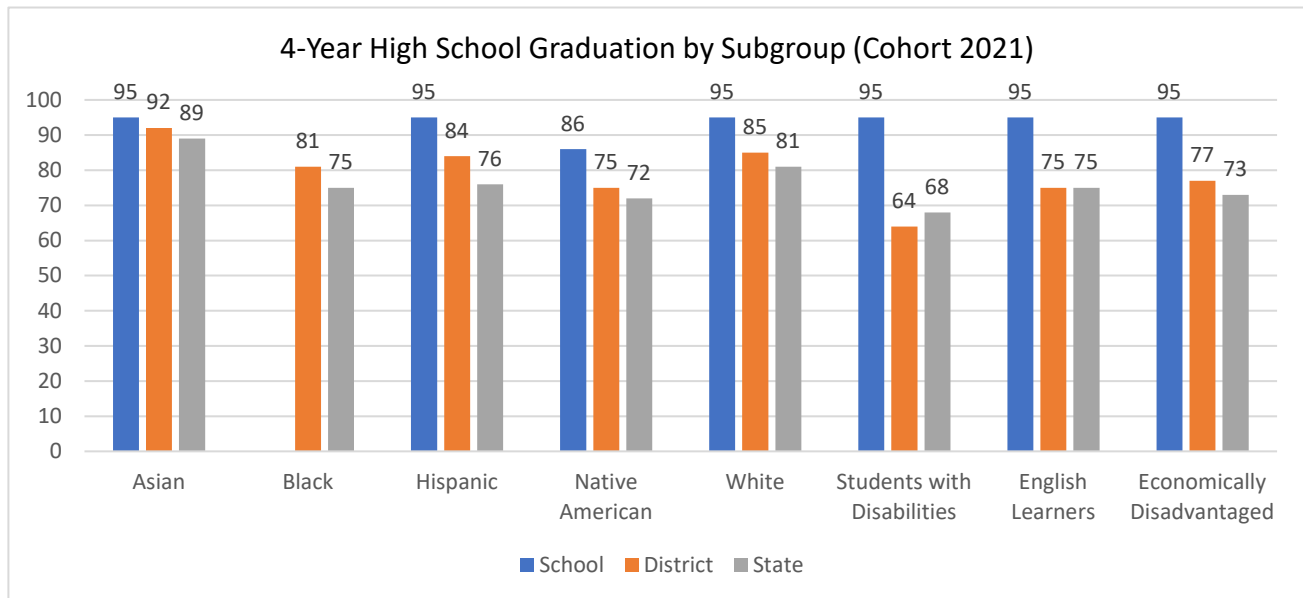
Source: NMVistas.org

High School Graduation Rates:

The data reported each year is for the prior year’s cohort of students. Cohort 2021 is the most recent 4-year graduation data available, cohort 2020 is the most recent 5-year data, and cohort 2019 the most recent 6-year data. Data for the next cohort (2022 4-year, 2021 5-year, 2020 6-year) will be available in fall 2023.

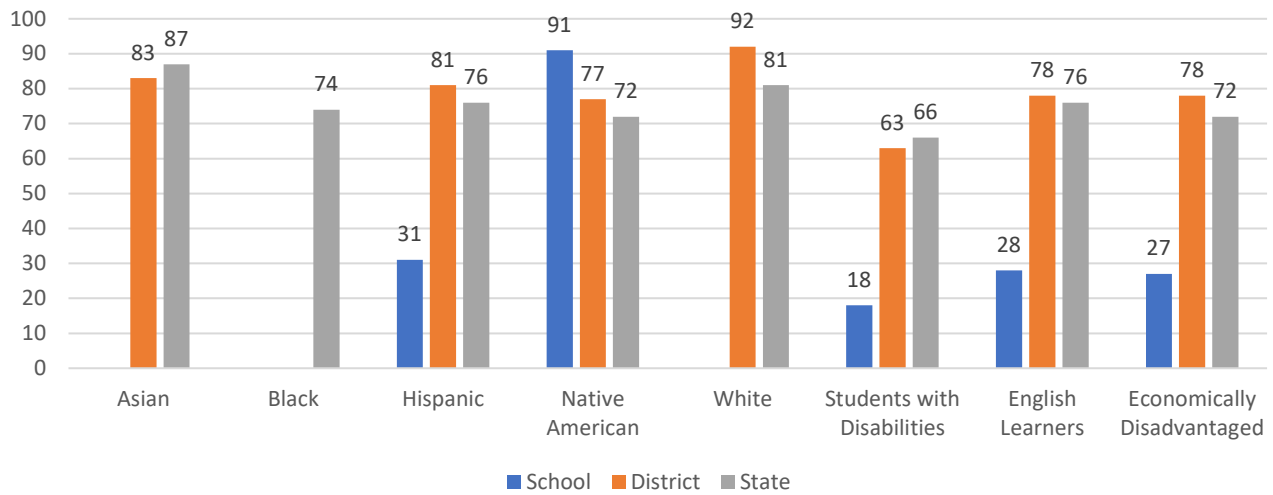


Note: Graduation report for MCHS’s 4-year graduation Cohort 2019 is unavailable on STARS and NMPED Graduation Data Site, <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>.



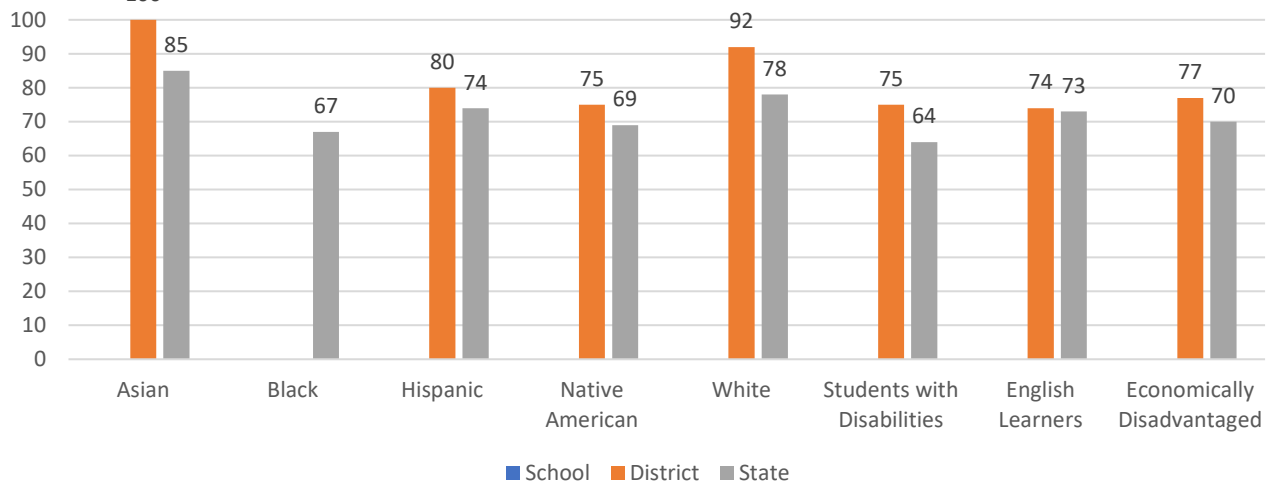
Note: The school-level percentage for the Black category is unavailable in order to mask data due to student population size.

4-Year High School Graduation by Subgroup (Cohort 2020)

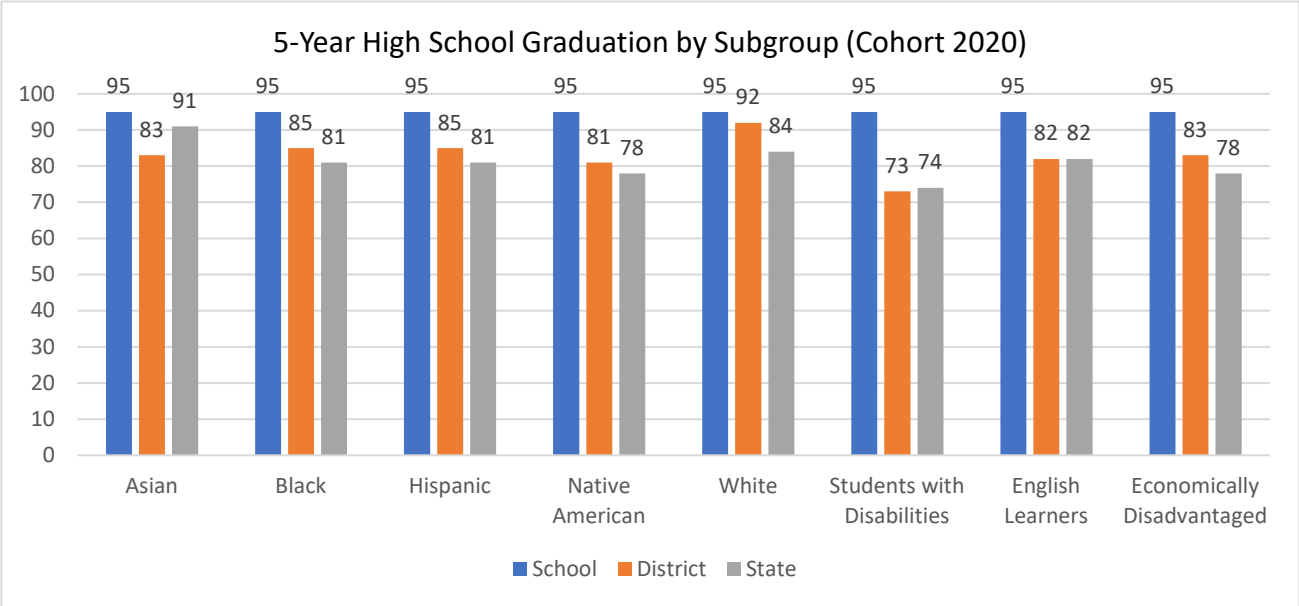
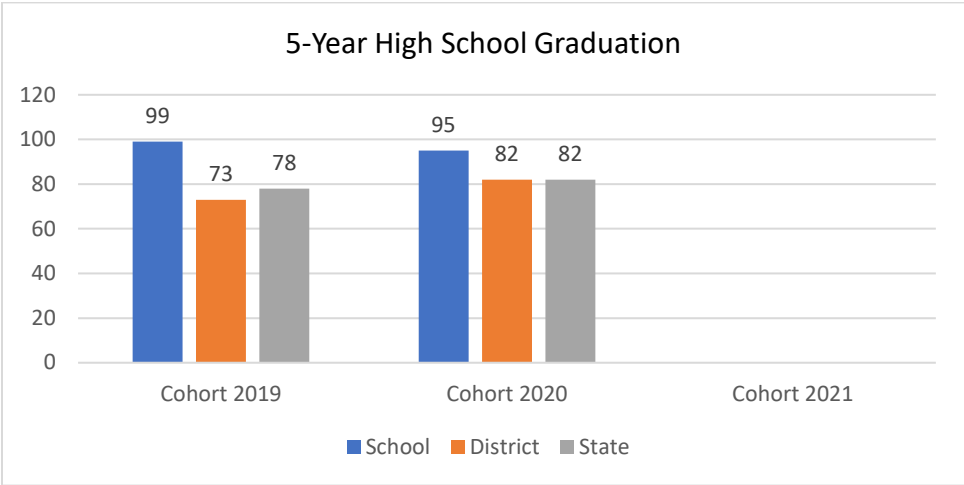


Note: The school-level percentages for the Asian, Black, and White categories, and the district-level percentage for the Black category, are unavailable in order to mask data due to student population size.

4-Year High School Graduation by Subgroup (Cohort 2019)

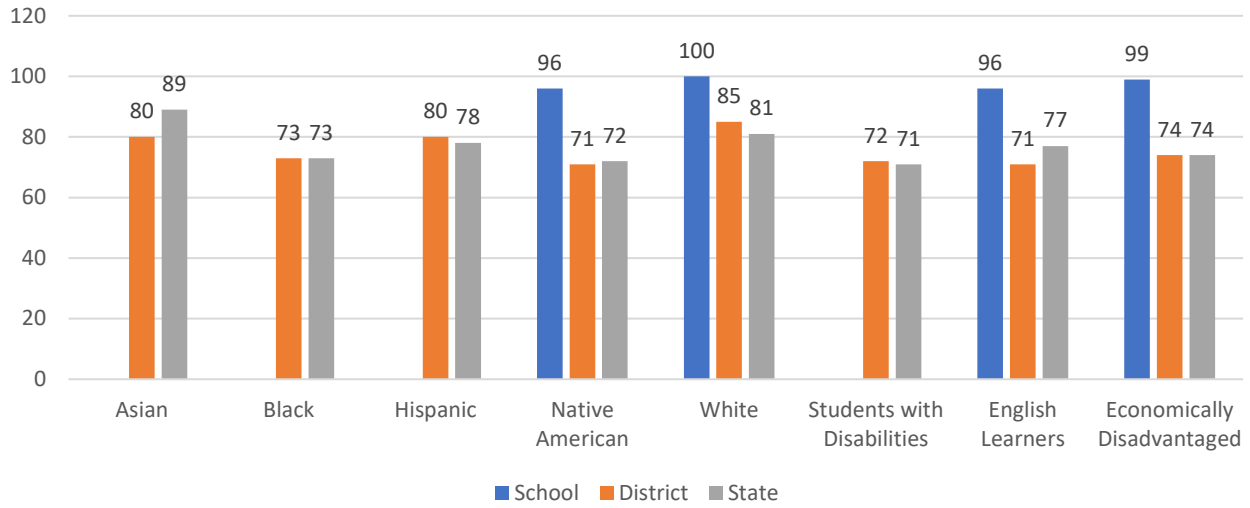


Note: Graduation report for MCHS's 4-year graduation Cohort 2019 is unavailable on STARS and NMPED Graduation Data Site, <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>. The district-level percentage for the Black category is unavailable in order to mask data due to population size.

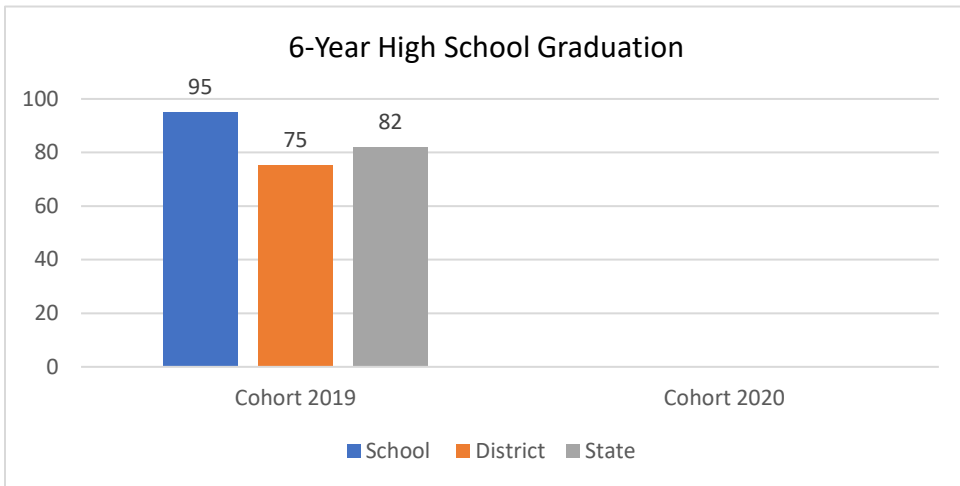


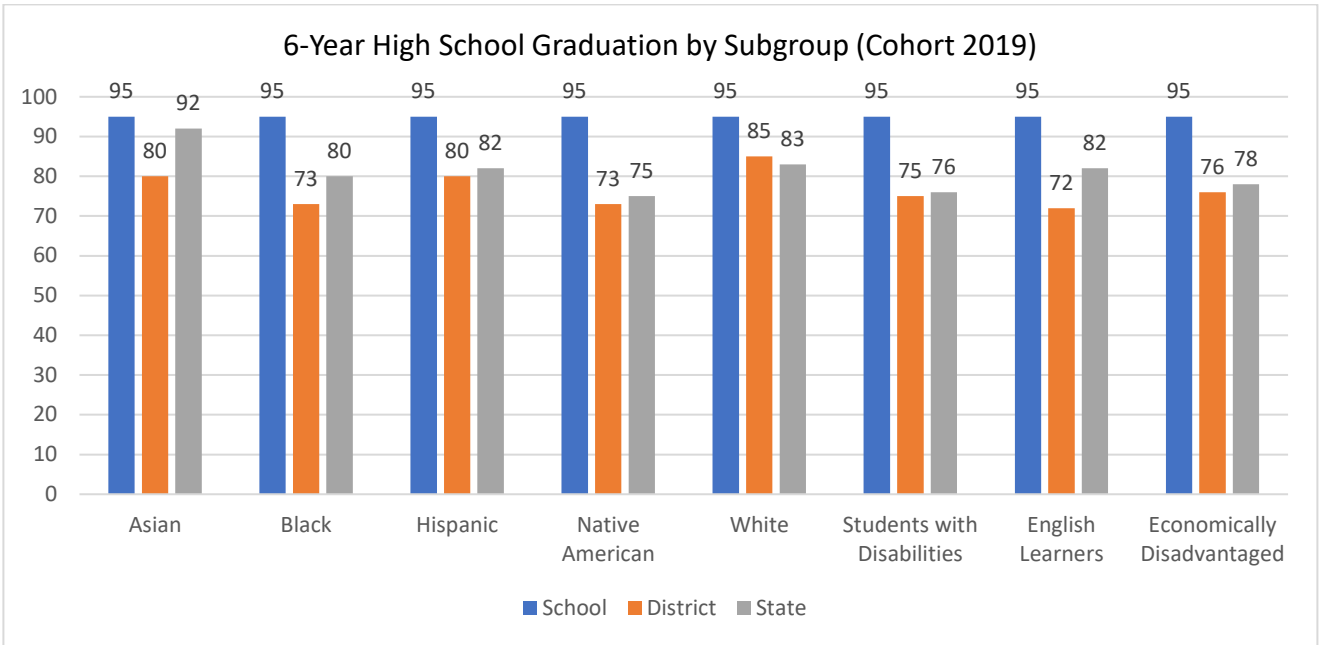
Note: The school-level percentage for all categories is $\geq 95\%$ in order to mask data due to student population size.

5-Year High School Graduation by Subgroup (Cohort 2019)



6-Year High School Graduation





Note: The school-level percentage for all categories is $\geq 95\%$ in order to mask data due to student population size.

Source: NMPED Graduation Data Site, <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

School-Specific or Mission-Specific Goals:

Year	Goal 1	Goal 2	Overall Rating: Academic Indicator 3
2019-20	Unable to Review		
2020-21	Unable to Review	Exceeds Standard	Exceeds Standard
2021-22	Meets Standard	Exceeds Standard	Meets Standard
2022-23	Meets Standard	Exceeds Standard	Meets Standard

Source: CSD Internal Monitoring

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).

Performance Level	Target	Points
Exceeds Standard	Each year, 91-100%, of 1st year students, enrolled on the 40th and 120th day, will earn at least 3 credits of college-level classes(s). AND 91-100%, of 2nd year students, enrolled on the 40th and 120th day, will have accumulated at least 9 credits of college-level classes(s). AND 91-100%, of 3rd year students, enrolled on the 40th and 120th day, will have accumulated at least 18 credits of college-level classes(s). AND 91-100%, of 4th year students, enrolled on the 40th and 120th day, will have accumulated at least 36 credits of college-level classes(s).	100
Meets Standard	Each year, 80-90%, of 1st year students, enrolled on the 40th and 120th day, will earn at least 3 credits of college-level classes(s). AND 80-90%, of 2nd year students, enrolled on the 40th and 120th day, will have accumulated at least 9 credits of college-level classes(s). AND 80-90%, of 3rd year students, enrolled on the 40th and 120th day, will have accumulated at least 18 credits of college-level classes(s). AND 80-90%, of 4th year students, enrolled on the 40th and 120th day, will have accumulated at least 36 credits of college-level classes(s).	75
Does Not Meet Standard	Each year, 65-79%, of 1st year students, enrolled on the 40th and 120th day, will earn at least 3 credits of college-level classes(s). AND 65-79%, of 2nd year students, enrolled on the 40th and 120th day, will have accumulated at least 9 credits of college-level classes(s). AND 65-79%, of 3rd year students, enrolled on the 40th and 120th day, will have accumulated at least 18 credits of college-level classes(s). AND 65-79%, of 4th year students, enrolled on the 40th and 120th day, will have accumulated at least 36 credits of college-level classes(s).	25
Falls Far Below Standard	Each year, less than 65%, of 1st year students, enrolled on the 40th and 120th day, will earn at least 3 credits of college-level classes(s). AND Less than 65%, of 2nd year students, enrolled on the 40th and 120th day, will have accumulated at least 9 credits of college-level classes(s). AND Less than 65%, of 3rd year students, enrolled on the 40th and 120th day, will have accumulated at least 18 credits of college-level classes(s). AND Less than 65%, of 4th year students, enrolled on the 40th and 120th day, will have accumulated at least 36 credits of college-level classes(s).	0

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.

Performance Level	Target	Points
Exceeds Standard	78-100% of MCHS graduates will enter college or a post-secondary certificate program after graduation, with at least 80% of this student cohort demonstrating retention after their first semester in college or post-secondary certificate program.	100
Meets Standard	78-100% of MCHS graduates will enter college or a post-secondary certificate program after graduation, with at least 70% of this student cohort demonstrating retention after their first semester in college or post-secondary certificate program.	75
Does Not Meet Standard	65-77% of MCHS graduates will enter college or a post-secondary certificate program after graduation, with at least 70% of this student cohort demonstrating retention after their first semester in college or post-secondary certificate program.	25
Falls Far Below Standard	Fewer than 65% of MCHS graduates will enter college or a post-secondary certificate program after graduation, with at least 70% of this student cohort demonstrating retention after their first semester in college or post-secondary certificate program.	0

Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
Year 1	99%	No Data	No Data
Year 2	92%	96%	95%
Year 3	99%	98%	85%
Year 4	96%	100%	83%

Student Attendance Source: STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report

Teacher Retention Rate:

Year	Retention Rate
FY20 to FY21	83%
FY21 to FY22	83%
FY22 to FY23	86%

Source: STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers)

Financial Compliance

Enrollment Trends as reported in STARS End of Year (EOY):

Grades Served	FY20	FY21	FY22	FY23
Grade 9	25	36	40	32
Grade 10	24	30	38	41
Grade 11	40	34	29	40
Grade 12	30	40	29	26
Total	119	140	136	139

Source: STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade

Staffing measured in Full-Time Equivalents (FTE):

Year	Administrator	Non-certified Personnel	Other Personnel	Principal	School Counselor	Reg Ed Teacher	Special Ed / Gifted Teacher	TOTAL All Funds
FY20	0.65	1	1	0.5	1.25	3.35	1.25	9
FY21	0.65	1	1	0.5	1.25	3.85	0.75	9
FY22	0.65	1	0	0.5	1.25	4.1	0.5	8
FY23	0.65	1	0	0.5	1.15	4.75	0.95	9

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment

FTE paid for with operational funds:

Year	Reg Ed Teacher	SPED Teacher	Reg Ed EA	SPED EA	Principal Head Admin	Admin / Support	Support Services	TOTAL Operational
FY20	3.35	1.25	0	0	0.65	0.5	4.4	9
FY21	2.45	0.97	0	0	0.65	0.5	3.4	7.57
FY22	2.5	1.21	0	0	0.65	0.5	3.27	6.98
FY23	6	0.25	0	0	1	1	3.86	10.11

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

Actual SEG Funding and Operational Expenses, in whole dollars, by Function Code:

Function	Function Name	FY20	%	FY21	%	FY22	%	FY23	%
1000	Direct Instruction	657,216	45%	549,063	39%	385,668	18%		
2100	Student Support	203,333	14%	234,053	16%	206,506	9%		
2200	Instructional Support	10,541	1%	21,223	1%	162	0%		
2300	Central Administration	207,998	14%	188,817	13%	184,753	8%		
2400	School Administration	63,544	4%	68,664	5%	101,124	5%		
2500	Central Services	219,679	15%	152,014	11%	147,710	7%		
2600	Maintenance and Operations	50,494	3%	38,042	3%	60,391	3%		
2700-5999	All Other Function Codes	42,760	3%	173,523	12%	1,115,722	51%		
Total Operational Expense Fund 11000		\$1,455,565	100%	\$1,425,398	100%	\$2,202,037	100%		
Total Operational Revenue Fund 11000		\$1,582,449		\$1,835,905		\$1,861,673			

Source: School Budget Bureau

Operational Cash Balance

Year	Cash Amount	% Increase (Decrease)	CB Target	Days Cash on Hand
FY2020	\$711,667.00	10.07%	31.0%	113.25
FY2021	\$744,000.00	4.54%	27.3%	99.47
FY2022	\$1,204,000.00	61.83%	38.0%	138.76
FY2023	\$635,930.00	-47.18%	24.1%	87.89

Source: OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

Audit Findings: Audit reports are not completed until a fiscal year ends, so that schools received the FY2019 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2019-20) are based on the audit report for FY2019 (SY 2018-19).

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY2019	0	0	0	0	No
FY2020	0	0	0	0	No
FY2021	0	0	0	0	No
FY2022	1	0	1	0	No

Source: NMPED Audit Report, Clifton Larson and Associates

Governing Body Performance

Board Membership and Officers: Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY2020	Betty Sutliff	Lisa Braken	Mary Lou Mraz	Yes	Yes
FY2021	Betty Sutliff	Lisa Braken	Monica Yazzie	Yes	Yes
FY2022	Matthew Mingus	Betty Sutliff	Monica Yazzie	Yes	N/A
FY2023	Matthew Mingus	Betty Sutliff	Monica Yazzie	Yes	No

Source: CSD Internal Monitoring

Governing Board Training: Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members? **Note:** Red font indicates that the member did not complete all required training hours. An asterisk indicates the school has a 2-hour fiscal exemption.

Board Members	FY20	FY21*	FY22*	FY23*
Matthew Mingus	Yes	Yes	Yes	Yes
Mary Lou Mraz	Yes			
Lisa Braken	Yes	Yes	Yes	Yes
Betty Sutliff	Yes	Yes	Yes	Yes
Monica Yazzie		Yes	Yes	Yes
Olin Kievoomia		Yes	Yes	Yes
Janene Yazzie				Yes

Source: CSD Internal Monitoring, Multi-Year Board Training Tracker

Performance Framework Ratings

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

Contract Year	School Year	Overall Rating: Organization & Financial Framework
Year 1	2019-20	Meets Standard
Year 2	2020-21	Meets Standard
Year 3	2021-22	Meets Standard
Year 4	2022-23	Meets Standard

Source: CSD Internal Monitoring

Multi-year Performance Framework Ratings

Middle College High School	2019-20	2020-21	2021-22	2022-23
Organizational and Financial Performance				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Meets Standard	Not Reviewed	Meets Standard	Pending
1c Rights of Students with Disabilities		Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Working to Meet Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	Meets Standard	N/A	N/A	N/A
2a Financial Reporting and Compliance	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Assurances	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Working to Meet Standard	Working to Meet Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Assurances	Meets Standard	Working to Meet Standard
4a Rights of All Students	Working to Meet Standard	Assurances	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Meets Standard	Meets Standard
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Working to Meet Standard	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Meets Standard	Assurances	Meets Standard	Meets Standard
5a Facilities	Meets Standard	Assurances	Meets Standard	Meets Standard
5b Transportation	N/A	Assurances	N/A	N/A
5c Health and Safety	Working to Meet Standard	Assurances	Meets Standard	Meets Standard
5d Handling Information	Working to Meet Standard	Assurances	Meets Standard	Meets Standard

Explanation of 2022-23 Indicator Ratings

2.b. FY22 audit reflects one new unmodified material weakness.

3.c. Late governing body notification.

Explanation of 2021-22 Indicator Ratings

All indicators received a rating of Meets Standard.

Source: CSD Internal Monitoring