



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

ARSENIO ROMERO, PH.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
Final Renewal Recommendation
December 1, 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

Contract Term: 2019–2024

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) 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;
- (3) failed to meet generally accepted standards of fiscal management;
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- (5) violated any provision of law from which the charter school was not specifically exempted.

CSD Renewal Recommendation

The Charter Schools Division (CSD) recommends a five-year renewal with no conditions.

Part B: Progress Report

The schools' narratives in Part B are rated Meets Standard, Demonstrates Substantial Progress, or Failing to Demonstrate Progress according to the rubric on pages 6-7 of the 2023 Charter School Renewal Application.

Part B: Progress Report	
Academic Performance	Rating
1.a. Student Outcomes	Meets the Standards
1.b. Mission-Specific Goals	Meets the Standards
Organizational Performance	Rating
2.a. Educational Program	Meets the Standards
2.b. Financial Compliance	Meets the Standards
2.c. Governance Responsibilities	Meets the Standards
2.d. Equity and Identity	Meets the Standards
2.e. Tribal Consultation	Meets the Standards
2.f. Other Performance Framework Indicators	Demonstrates Substantial Progress

1.a. Student Outcomes

For the 2021-22, Middle College High School received a designation of a Spotlight school, performing in the top 25% of New Mexico Schools. The school's proficiency rates for reading, math, and science were 45%, masked and 52% respectively, compared to statewide proficiencies of 34%, 25%, and 33%, per New Mexico Vistas Data (10/31/2023). For the most recent year available (cohort 2021), the schoolwide graduation rate (93%) exceeded both the district (Gallup-McKinley Schools, 77%) and the statewide average (77%). Graduation rates for all subgroups exceeded district and state rates as well, with the graduation rate for both English learners and students with disabilities 95% and the rate for Native American students 86%. Native American students' rates were 95% for 5-year and 6-year graduation. Prior year graduation data (cohorts 2020 and 2019) also demonstrate strong performance.

The PED released 2022-23 [Vistas](#) data publicly in November 2023. The overall Vistas score is provided below, as well as the school's 2022-23 proficiency and growth rates compared with the district where the school is located and statewide data.

2022-23 NMVistas Score: 79

2022-23 Designation: Spotlight

2021-22 NMVistas Score: 57

2021-22 Designation: Spotlight

2022-23 PED Accountability Data	Proficiency			Growth	
	ELA	Math	Science	ELA	Math
Middle College High School	55%	25%	58%	9%	17%
Gallup-McKinley Schools	28%	18%	24%	7%	0%
New Mexico Statewide	38%	24%	34%	4%	0%

Graduation Rates			
MCHS	4-year	5-year	6-year
2021-22	≥90% cohort 2021	≥95% cohort 2020	≥95% cohort 2019
2022-23	≥90% cohort 2022	≥90% cohort 2021	Masked: cohort 2020

Note: Some percentages are labeled ≥ or not available to mask data due to student population size.

Source: NMVistas.org

1.b. Mission-specific Goals

The school has received an overall rating of Meets Standard by the Charter Schools Division for its Mission-specific goals during each year of the current charter contract. The school has rated “Exceeds Standards” for one of its two mission-specific goals during each of the last three years.

2.a. Educational Program

As evidenced during parent, student and teacher focus group interviews conducted on site during the renewal visit, the school’s educational program is being delivered to all students as described in the contract and in [Part B](#) of the school’s application.

The school's main focus is to provide high quality instruction to all students through both college preparatory courses and dual credit college classes with the aim of seniors graduating with an associate degree. After graduating Middle College, many students go on to Ivy league universities and other prestigious postsecondary institutions. Students reported in a focus group that they feel very well equipped and prepared to go on to college. Postsecondary enrollment and retention data (rates are for students who persist into the second semester of college) demonstrate the school’s success: during the contract term, the percentages of graduates enrolling in college and persisting for more than a semester were 79%, 81%, 81%, and 90% for years 1-4 respectively.

Students enroll in study skills classes, a weekly seminar exploring college and career options, and are supported with 480 minutes of tutoring per week. Students receive assistance in applying for financial aid and some graduates receive full-ride scholarships. The school offers FAFSA night which provides information and support to students and their families about how to apply for financial aid.

The school also tracks students post high school graduation beginning in the Spring semester by following up with families to ascertain whether students are persisting in postsecondary education past the first semester (one of the school's mission-specific goals).

Teachers co-teach weekly seminar classes, as observed during CSD annual site visits over the course of the contract term.

Students reported in a focus group that the school provides effective support with both academics and in terms of social-emotional support. Student and teacher focus groups reported that students receive 1:1 support and tutoring from teachers at office hours. Teachers in a focus group expressed a dedication to making Middle College the best college preparatory school in New Mexico. Teachers feel supported by the school's administration and report providing intensive support to students with disabilities and English learners.

2.b. Financial Compliance

The school had only a single audit finding over the course of the contract term, a material weakness finding in FY22 related to a tech software issue that incorrectly recorded fund balances was resolved through a program fix.

Axiom Analytics, the financial management service provider, follows a structured workflow for managing finances, consistent with the processes used for all schools under their management, and has been effective in addressing challenges.

The school has a substantial cash reserve, part of which is planned for use in constructing a new facility, which will allow the school to apply for an increase in its enrollment cap. During the last legislative session, the school received a special appropriation of \$75,000, which will be used to purchase essential equipment and infrastructure improvements.

2.c. Governance Responsibilities

The school meets all governance requirements in all contract years.

2.d. Equity and Identity

Over the course of the contract term, the school has seen an increase in Native enrollment from 58% to 73%. The school has also increased Native representation on the staff to one third, and half of the governing board members are also Native American; this is very important as in past years the board was not very diverse. The board just approved a new grading scale policy which makes grading more equitable and accurate for all students. This new grading policy was designed to change by means of: letter grades shall be given as A, B, C, or I (incomplete; anything below a 70%) and zeros are not accepted as a grade. The school has an Equity Council and has provided professional development to the staff on culturally and linguistically responsive instruction.

2.e. Tribal Consultation

The school has met the requirements of the Indian Education Act (NMSA 22-23A) and 6.35.2 NMAC with tribal consultation confirmed by the Navajo Nation’s Department of Dine Education.

2.f. Other Performance Indicators

In the first two years of the charter term MCHS was rated Working to Meet Standard for indicator 1.d. Rights of English Learners (ELs) due to improper identification of ELs. During the 2020-21 school year the school had 34 students on the STARS ELP Error Report. Since then, the school has made significant improvements resulting in a rating of Meets Standard for the last two years.

Unrated Sections of Application	
Part D: Petitions of Support	Submitted as Required
Part E: Facilities	Submitted as Required
Part F: Change in Authorizer	N/A

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

Source: CSD Internal Monitoring

Site Visit Participants

CSD (in person): Lucy Valenzuela (lead), Cheryl Rowe, Dr. Brigitte Russell; **CSD (remote):** Kimberly Gonzalez

School Administration: Dr. Robert Hunter, Head Administrator; Eulalia Gonzales, Principal; Kate Rarick, Business Manager

School Governing Board: Lisa Bracken, President; Monica Yazzie, Vice-president