

Middle College High School



Tribal Education Status Report

For School Year 2026-2027

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EXECUTIVE SUMMARY

Data collected and disseminated in this annual Tribal Education Status Report (TESR) examines comparative (past and recent) trends in the education of Middle College High School's Native American students. This includes the identification of any gaps in academic performance between Native students and other subpopulations. The intent of this report is to inform data-driven decision-making through the analysis of the data contained herein.

INTRODUCTION

Middle College High School has been in existence since 2002. It is a freestanding early college high school model that adheres to the following mission statement and educational objectives:

- A. Mission Statement: The mission of the Middle College High School (MCHS) is to provide opportunities for dual 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 integrate resources from UNM-Gallup and Navajo Technical University to provide students with expanded opportunities for postsecondary advancement.
- B. Educational Objectives: 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 postsecondary environments
 - c. Increase student enrollment at UNM-Gallup
 - d. Provide an educated and skilled workforce to enhance Gallup's economic development

Eighty-eight percent (88%) of the instructional staff at the Middle College High School possess a master's degree, and those who are teaching dual credit also have at least 18 graduate credit hours in the field in which they are respectively teaching. Teachers are also licensed through the New Mexico Public Education Department and meet highly qualified designations to teach applicable high school content.

Middle College High School works in collaboration with local Tribal entities, including the Navajo Nation and the Pueblo of Zuni. Consultation meetings occur at least twice annually, where input is solicited from locally elected Tribal leaders or Tribal education committees. Information gathered from these meetings is used to improve MCHS' services to Indigenous students and families. This includes increasing exposure and access to the program, as well as listening to what works in preparing Indigenous students for success and retention in college.

STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to the Tribal Education Status Report in relevant part as follows:

NMSA §22-23A-7 and NMAC 6.35.2

A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) graduation rates;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports;
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars;
- (11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations;
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students; and
- (13) Access to Native Language programs.

STUDENT ACHIEVEMENT

Objective: Commensurate with its mission, MCHS seeks to increase student involvement in postsecondary education with an emphasis on serving students of diverse backgrounds who are normally underrepresented. For the past nine years, the school has exceeded its mission specific indicator as identified—and described later in this report—in its PED-approved charter contract.

The student proficiency data presented in this report has been validated by the New Mexico Public Education Department. Data shows that student performance on the state's 2025-2026 High School Graduation Assessments (HSGAs) exceeded the local Gallup School District's averages in reading, science, and math. Proficiency is 33% in reading, 20% in math, and 55% in science. School proficiency rates for Native American students are 25%, 20%, and 50%, respectively. Please refer to the following graph:

ELA	Middle College	Gallup High	Miyamura High
2025-2026	33	17	26

Math	Middle College	Gallup High	Miyamura High
2025-2026	20	7	13

Science	Middle College	Gallup High	Miyamura High
2025-2026	55	21	31

Further, MCHS has been designated a spotlight school by the PED.

Background: MCHS is an early college high school that has earned spotlight designation by the Public Education Department. Total enrollment is 167 students, and the majority of the school's student enrollment is Native American, increasing from 80% to 80.4% over the previous school year.

Methods: As per its mission, the program of the school provides dual credit enrollment and an innovative and high-quality individualized learning environment on the campus of UNM-Gallup for students in grades 9-12. This includes structural components, such as a weekly seminar course for all students that focuses on postsecondary exploration, planning, and success.

Results: In 2025-2026, the school continued to exceed its mission goal related to students' college credit attainment rates. Additionally, student performance on the HSGA exceeded the state averages for reading, science, and math.

Conclusion: The school has implemented policies and practices that adhere to equitable student grading and intends to continue hosting professional development sessions that foster a thoroughly inclusive student environment.

Action Plan: The school's governing council has approved a grading policy that replaces D and F letter grades with a score of "I" for Incomplete. The policy directs teachers to conference with students to identify individualized solutions to Incomplete letter grades.

SCHOOL SAFETY

Objective: MCHS honors and protects the right of all students to a safe and healthy learning environment. Students are informed that the school follows the rules and standards of behavior set forth in the UNM-G Code and Student Handbook, regardless of whether they are enrolled in UNM-G classes, and are simultaneously required to meet the MCHS conduct expectations as stated in the school's policy manual. The manual includes policies that strictly prohibit discrimination and racialized aggression. This ensures the safety and well-being of all MCHS students.

Background: As MCHS is located at a branch college, it is an open campus. This does, however, allow for collaboration between MCHS and UNM-G staff, including coordinated services for school safety and security. The campus is patrolled by armed Gallup Police Department officers, who are employed by UNM-G.

Methods: The school utilizes an internal School Safety Committee, which interfaces with the UNM-G Campus Police. The school also keeps in consistent practice with evacuation and shelter in place drills. Emergency planning is vetted by the school's contracted security service and shared with Tribal stakeholders, who provide input into responding to crisis and tragedy in a culturally appropriate manner.

Results: Students are able to demonstrate efficient practice in emergency drills, including evacuation and shelter in place protocols. Pertaining to the philosophy of the school and its behavior policies, MCHS continues to report no incidents of suspension or exclusion, as the school practices prevention and utilizes a restorative justice process, and partners with parents and guardians often and early, prior to further escalation of concerns.

Conclusion: Student safety remains a high priority. Safety plans are reviewed and revised regularly (no less than annually), and the school's safety committee meets at least monthly.

Action Plan: As the school has moved into a new permanent facility, it has updated its off-site evacuation plan, in which a dedicated reunification location has been identified. Among its eight annual emergency drills, at least one of them is dedicated exclusively to this specific type of evacuation. The safety committee is exploring options on how to best implement each type of emergency response with effective notification to families in the context of its open campus. Presently, the School Messenger system has been utilized for emergency notifications and the committee is working on the creation of a bank of pre-recorded messages that can be more immediately deployed in times of crises.

GRADUATION RATES

Objective: The school's overall graduation rate has remained well above 90% for the past several years, with school year 2025-26 boasting a greater than 90% rate, compared to the local district's 76% and the state's 81% rate. Graduation rates for the school's Native American population reflect a comparable trend, in which the school achieved a rate greater than 90%, compared to 81% for the district and 78% for the state. It continues to be the school's goal to keep the graduation rates of all subpopulations above 90% each subsequent year.

Background: MCHS continues to outperform the local school district, Gallup-McKinley County Schools. The school's graduation rate for Native American students is at least nine-percent (9%) higher than the local district's graduation rate for Native American students, which equates to a difference between one student who did not graduate on time compared to over 1,350 students who did not locally graduate in 2025-2026. The following chart also compares the school's graduation rates with the state's rates over the course of the past two school years:

Native American Grad Rates	2024-2025	2025-2026
State	74%	78%
Mid College	85%	>90%

Methods: MCHS requires 29 credits for a diploma, compared to the district's 24.5 credits. Because of the additional requirements, the school adheres strictly to the state's Attendance for Success Act, each step of which involves documented parental communication. Because students who are not meeting regular attendance are at risk of not graduating on time, the school intervenes early and often in cases of non-attendance.

Results: MCHS recognizes that attendance rates correlate with graduation rates. As the state now calculates regular attendance as students who miss fewer than ten days of school a year, MCHS substantially outperforms the local Gallup-McKinley County School District. MCHS boasts a greater than 98% attendance rate, while GMCS posits a 68% attendance rate.

Conclusion: The school is committed to weekly following up with parents/guardians of students who accumulate an early pattern of absences. Middle College High School's intervention ladder includes mailed notifications of absences, followed by individual student/parent/administrator conferences, and referrals to the Children, Youth, and Families Division for situations that arise to the level of chronic absenteeism or truancy.

Action Plan: The school remains committed to ensuring that all students meet the definition of regular school attendance. Students at risk of not meeting the threshold for regular school attendance are identified via attendance reports that are generated by the school's student information system. These reports are reviewed weekly by the school's Advisory Committee, where the aforementioned steps are identified and implemented for each individual student. These steps routinely include administrative conferences with students and parents, which is often the point in the intervention ladder in which most of the concerns get resolved. For cases in which the concern becomes more chronic, working with local CYFD partners is necessary.

ATTENDANCE

Objective: The school continues to strive to keep its attendance rate above 90% schoolwide and across all student subpopulations and has experienced tremendous success in meeting this goal.

Background: The school's most recent attendance rate as reported in NM Vistas (for 2025-26) exceeds 98% overall, compared to 68% for the Gallup-McKinley County Schools and 72% for the state. The attendance rate for Native American students is likewise greater than 98%, with a comparison of 69% for the district and 64% for the state. As chronic absenteeism is defined as missing 10% or more of a given school year, MCHS has not met the threshold for reportable chronic absenteeism during the past three years. Moreover, advisory staff meets weekly to track specific attendance concerns and to follow up with families of students who are at risk of falling short of attendance targets.

Methods: The school adheres strictly to the state's Attendance for Success Act, each step of which involves documented parental communication. MCHS runs weekly attendance reports, upon which each level of intervention is meticulously applied and documented, each of which involves parental contact.

Results: As a result of the above, the school continues to meet all annual attendance targets, as documented in the plan sent to the NM Public Education Department each school year.

Conclusion: The level of parental communication, interventions, and student support services offered by the school for students targeted with attendance concerns demonstrates a high rate of effectiveness.

Action Plan: Documentation of all staff interventions is promptly recorded in the school's Student Information System. Monitoring of all student attendance occurs weekly, during which the various levels of intervention are applied as per the school's Attendance for Success Act policies.

PARENT AND COMMUNITY INVOLVEMENT

Objective: The school is committed, and has been working, to increase parent and community involvement. While Middle College has traditionally experienced a great deal of support from families, it has taken time and effort to build these avenues. The school is investigating additional methods of parental involvement, as identified below.

Background: Middle College improved its delivery of parent/student surveys for key data collection, including annual budget priorities. Family orientation meetings have also been standard. The school also hosts open houses and family cookouts, where input is both shared and gathered. In addition, the school's Equity Council serves an advisory role, with a report provided to the school's Governing Council at each of its regularly scheduled monthly meetings.

Methods: As above, Middle College is presently scheduling open houses and cookouts, in an effort to bring additional modalities of interacting with families and collecting input related to educational and budgetary priorities. With the completion of a new school building, the facility's multipurpose room provides ample space to host larger open house activities.

Results: Prior input from families directed school priorities related to internet connectivity and academic support, as well as identifying a need to establish school transportation, which has been an ongoing challenge in getting Public Education Department approval for the past eight years. In its initial efforts to acquire school transportation, MCHS met with delegates from the Navajo Nation Council, who agreed to support the school's efforts. As the PED refused to grant the request, MCHS intends to solicit Navajo Nation's support a second time, with assistance from the school's general counsel. The school's most recent Tribal consultation meetings occurred on August 20, 2026 at the Department of Diné Education and at a follow up meeting with DODE on September 21, 2026. Forthcoming consultation meetings are scheduled for November 18, 2026 at the next regularly scheduled Government to Government meeting, as well as a potential meeting with the Navajo Nation Tribal Council's Health, Education, and Human Services Committee at a date to be determined, should any of the prior meetings not yield the desired result.

Conclusion: Parental input has helped to steer the school's priorities over the past few years, improving and expanding services available to students. The issue of lack of transportation remains a longstanding obstacle.

Action Plan: The school continues to seek transportation assistance through various partners, including the NM Public Education Dept, in an effort to resolve the equity issues that are inherent in not being able to provide transportation to students.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective: In alignment with the school's mission to increase student involvement in postsecondary education with an emphasis on serving students of diverse backgrounds who are normally underrepresented, MCHS utilizes multiple metrics to determine college credit completion rates.

Background: In support of the school's mission, Middle College made a concerted effort to increase its access to Native students. As outlined in the methods and results below, significant success continues to be achieved, in that the school has increased its percentage of Native student enrollment over the course of the past eleven years, from 19% to 80%.

Methods: In the school's effort to increase access to underrepresented students, outreach to local chapter houses has been made and regular consultation with the Department of Dine' Education has become standard. In addition, the school has increased cultural relevance in its curricula, most notably through the adoption of new instructional materials and strategic professional development given to all faculty. Moreover, the school's designation as an early college high school means that all students are dually enrolled and accumulate college credits while still in high school. In an effort to maximize college course offerings, MCHS has recently grown its partnership with Navajo Technical University to round out courses offered through its original postsecondary institution (UNM-Gallup). This has allowed the school to add needed courses, such as Zuni language, teacher education, and college success skills. As these offerings have expanded, college credit attainment by cohort has exceeded the goals identified in its charter contract, with more than 80% of its graduates earning 24 or more college credits.

Results: The school has experienced a significant increase in its Native enrollment, while steadily exceeding its charter mission goals related to college matriculation and retention. Since implementing an optional postsecondary metric with the graduating class of 2017, Middle College has documented a rate of post-graduation college matriculation that varies between 52-92% of graduates annually.

Conclusion: MCHS concludes that its priorities are largely being met. In order to further expand its services to a greater number of Native students, it is necessary to resolve the issues of inequity that result from the lack of charter school transportation. The school continues to press this matter with various support agencies, in an effort to work around the obstacles that are presented by the local district, who discontinued the provision of busing to charter schools under its current administration.

Action Plan: In addition to advocating for an equitable transportation solution, the school continues to expand its curricula with the inclusion of culturally responsive instructional materials, some of which are being used to gradually replace earlier core adopted materials. Funds are made available for faculty to order preview and classroom copies of titles that are under consideration.

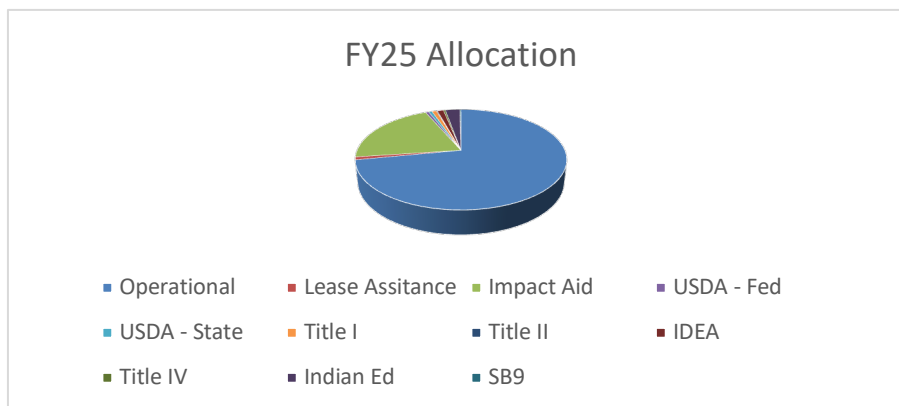
FINANCIAL REPORTS

Objective: It is the goal of Middle College High School to support full financial transparency and to ensure no repeated material findings on annual audit reports during any and all financial audits that are conducted in a fair and unbiased manner.

Background: The school's financials are publicly posted on the school's website each quarter. Moreover, the school has received no warranted audit findings in the past eight years.

Methods: Through a system of internal controls and adherence to all applicable procurement and conflict of interest protocols, the school maintains an accurate and dependable system of accounting. The school is pleased to be awarded funds for improving outcomes for Tribally enrolled students. For the past four years, an Indian Education Grant has been used to partially fund a position within the school's counseling department. In school year 2025-2026, the school was funded \$87,728, which was fully expended in support of this critical position. The position is staffed by an advisor who oversees the schoolwide seminar program, in which postsecondary exploration and planning is provided to all students. A key reportable metric of this grant is the participation of Native American students in college campus-based summer youth programs, with more than a dozen students participating each summer since the school's receipt of the award.

All sources of funding utilized to support Native American students are identified in the graph below:



Conclusion: Monies are spent for their intended purposes. Dollars allocated to instructional line items constitute the bulk of spending and are adequate to meet instructional needs. Funds are timely spent and accounted for.

Action Plan: The funding of new priorities includes the recent construction of a new, permanent facility. Ongoing priorities include the continuation of a meal service that adheres to the National School Lunch Program standards, as well as the commitment toward obtaining student equity via access to school transportation that is currently unavailable to the charter school.

*CURRENT STATUS OF FEDERAL INDIAN EDUCATION
POLICIES AND PROCEDURES*

Objective: Middle College annually updates its Indian Policies and Procedures commensurate with stakeholder input. IPPs are current, and fully approved by the US Department of Education's Impact Aid Office.

Background: Beginning with school year 2020-21, the school applied for and received federal Impact Aid funding from the US Department of Education. Funds are used to provide relevant programming and services to students, eighty percent (80%) of whom are Native American.

Methods: Eligibility is determined annually on (or about) the 40th count day of state reporting. Surveys are distributed and collected with parent signature each year. With the Federal Government's recent approval for electronic signature collection, the school has experienced no issues in collecting signatures from the families of all eligible students.

Results: Through careful surveying and accurate recordkeeping, Middle College has seen a measured increase in the number of families who generate Impact Aid funds.

Conclusion: The school will continue utilizing its current process for the collection of data, including its solicitation of family and stakeholder input.

Action Plan: As added assurance, the school will continue to include updates at its governance council meetings. Reports provided by the school's equity council will continue to be present on monthly meeting agendas.

*SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER
OF STUDENT DROPUTS AND INCREASE ATTENDANCE*

Objective: The school strives to keep students in school and fully engaged with relevant curricula and offerings, and intervenes as early as possible to assure that all students are progressing toward an on-time completion of high school.

Background: Students at Middle College continue to experience comparatively higher graduation and attendance rates than their peers attending geographic cohort schools. In the past four years, the school has not had any students who have not completed and would otherwise be categorized as dropouts.

Methods: Middle College holds weekly staff meetings in which students in need of either attendance and/or academic interventions are identified. Progress is discussed weekly in order to identify individual student needs. At all but the initial identification stage, parents are notified of concerns. In specific cases, they may receive notification even at the initial stage. This has enabled the school to establish an early warning system that greatly benefits students and families.

Results: Attendance rates remain high and have risen over the course of the past few years. The graduation rate also surpasses local cohort averages, and is expected to remain higher than ninety-percent (90%).

Conclusion: The school's structural procedures, such as the practice of weekly monitoring and involving parents/guardians early and often in the process, demonstrate that its interventions are largely effective.

Action Plan: Faculty are increasingly accountable for documenting interventions and contacts with parents/guardians in the school's Student Information System. This is audited weekly and tied to faculty members' annual evaluation plans.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective: The mission of the Middle College High School is to provide dual enrollment and an innovative and high-quality individualized learning environment. As the school adheres to a schedule somewhat resembling that of a college environment, college readiness and success are enhanced. As the school is an early college high school, its calendar follows that of its host institution, UNM-Gallup. Because the calendar follows the college's academic year, MCHS is exempt from the 181-day calendar rule.

Background: Students earn applicable college credits through participation in dual enrollment and follow a college type class meeting schedule. Students entering the school in 9th grade are afforded limited opportunity to pursue college coursework, but are gradually transitioned into additional postsecondary credits as they progress. The school tracks college credit completion per cohort group, which is an identified goal in the school's approved charter contract with the Public Education Commission.

Methods: All students benefit from individual advisement and scheduling. In recent years, MCHS leadership has also begun meeting with UNM-Gallup's division chairs in a collaborative effort to identify additional courses and sections of needed courses.

Results: In result of the above, Middle College continues to exceed its charter mission goals, particularly with respect to college credit attainment rates. These goals are renegotiated with NM Public Education Commission every five years.

Conclusion: The mission of the Middle College High School is well defined and constructed. Students demonstrate a significant degree of success in transitioning to college after graduation (maintaining an 80% or higher college credit attainment rate per student cohort).

Action Plan: The school will continually identify courses and sections of courses that increase the availability of various postsecondary options. To the extent possible, this will be done in collaboration with the school's postsecondary partners, UNM-Gallup and Navajo Tech.

*SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN
EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY
COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN
ORGANIZATIONS*

Objective: Middle College will continue to meet regularly with Tribal stakeholders, such as the Department of Dine’ Education, representatives from the Pueblo of Zuni, and parents of Tribally enrolled students, to solicit input in furtherance of its mission.

Background: MCHS is in its seventh year of consultation with the Department of Dine’ Education. Prior to that, the school initiated consultation with the Navajo Nation Tribal Council’s Health, Education, and Human Services Committee. The most recent dates of Tribal consultation occurred with the Department of Diné Education on August 20, 2026 and again on September 21, 2026. A forthcoming meeting to discuss school transportation concerns will be scheduled with the Council’s Health, Education, and Human Services Committee prior to the conclusion of the current school year, should the school still not have a path forward through the PED to establish a transportation solution.

Over the course of the past six years, MCHS has also added and increased Native American representation to its governance council through amendment to its bylaws.

Methods: Through the use of parent surveys, Tribal consultation meetings, schoolwide orientations, and open houses, meaningful input is solicited, shared with the school’s governance council, and implemented.

Results: The process described above enables the school to grow, increasing access and services to students. From this process, the school has been able to meet identified needs, such as procuring a student meal service and mobile hotspot connectivity for families in need of such service. A stakeholder-identified need that is as yet still unmet is the need for school transportation, the resolution of which has been an ongoing issue for the past eight years.

Conclusion: Consistent consultation and solicitation of input improves services to students and families. And while transportation is still unsolved, it remains a priority area in which the school continues to meet with key partners in what it hopes to be an eventual solution to this inequitable situation.

Action Plan: The school has recently started utilizing social media and is investigating new ways to share practices and accomplishments through such media. In addition, the new school has an electronic marquee that posts announcements and recognitions, as well as a flatscreen display in its lobby.

*INDIGENOUS RESEARCH AND EVALUATION MEASURES AND
RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS*

Objective: The school continually strives to provide culturally responsive curricula to students.

Background: MCHS purchases preview copies of Indigenous-authored texts, which grows its library and, in many cases, helps to identify texts that are used to replace some of the school's existing core materials. Teachers are encouraged to identify these texts, which are purchased by the school, for their consideration and use. Both the English and history departments are currently using Indigenous-authored materials as primary texts. Because Middle College is an early college high school, the bulk of instructional materials are determined by the UNM-Gallup faculty, who require the use of these materials for their courses, or as prerequisites for their courses.

Methods: To support the growth of culturally relevant instructional materials and pedagogy, much professional development is intentionally centered around these topics, including an intensive three-day session focused on Tribal Critical Theory that occurs when students are on winter break and staff are still present. Faculty routinely participate in professional development that is focused on inclusive practices, as well as professional development related to grading for equity. Recent professional development has included the use of rubrics and student exemplars in the assessment of student learning.

Results: The identification of materials and instructional strategies that are aimed at promoting the school's student body have had a profound effect on the way in which MCHS works with students. The gradual identification and replacement of instructional materials offers ample opportunity to continue building on this.

Conclusion: Students are better able to recognize themselves in the materials that are increasingly in use, which enables them to better relate to the school's subject matter.

Action Plan: The school endeavors to continue its ongoing identification of Indigenous texts to supplement and/or replace some of its presently used content.

Access to Native Language Programs

Objective: Middle College provides access to high quality, dual credit-bearing Native language courses, in partnership with its host institution, UNM-Gallup. It has recently added A:shiwi College and Navajo Technical University as additional postsecondary institutions that offer Zuni and Navajo language courses, respectively. As a small charter school with four full-time teachers, and administrative and counseling staff who also teach occasional courses, the school relies on the college faculty to provide a portion of students' required coursework. This means that many non-core classes are covered through the higher education system, including all provision of courses in languages other than English.

Background: Courses are taught each semester in Navajo 1110 (college level Navajo I), and occasionally Navajo 1120 (Navajo II). Zuni language (Zuni 1110) has recently been added through the school's partnership with Navajo Tech (at the A:shiwi College site). Currently, 47% of the school's Navajo enrollment has already taken college coursework in Navajo language. Likewise, at least 40% of the school's Zuni enrollment has already taken courses in Zuni language, with more to come as students matriculate into the higher grades. Because language courses are taught in partnership with UNM-Gallup, Navajo Tech, and A:shiwi College and award college credit to students, the high school does not employ any of its own Native language (520-certified) instructors.

Methods: Students are provided individualized advising, through which MCHS counseling staff promote Native language offerings, which are well attended by MCHS students. Further, these offerings are often necessary for eligibility for Tribally-based scholarships, such as the Chief Manuelito Scholarship.

Results: By taking Native language courses that meet both high school and college credit simultaneously, students are meeting graduation requirements as well as the core credit requirements of most undergraduate degrees.

Conclusion: Access to high caliber Native language programs serves students well. MCHS continues to operate in partnership with UNM-Gallup and Navajo Tech to ensure that students' access is maximized.

Action Plan: As mentioned above, Middle College continues to meet with the university's division chairs, during which the school proposes key scheduling needs, such as the consistent scheduling of higher levels of Navajo and Zuni language courses.

CONCLUSION

As per the mission specific indicators of Middle College High School's approved charter contract with the New Mexico Public Education Department, the school continues to exceed its stated goals of successfully transitioning students into higher education settings, in terms of both matriculation and retention of students into higher education.

For school year 2025-2026, the school's graduation rate was fourteen-percent (14%) higher than the local school district's graduation rate for this same time period. Nonetheless, the school continues strengthening relationships with community support agencies that can assist students and families in overcoming chronic absenteeism. Presently, the school's rate of students in regular attendance is 30% higher than the local district's rate of regular attendance, at 98% and 68%, respectively.

Middle College High School will continue to involve students, families, and key stakeholders in informing the school's priorities. Consultation with Tribal partners will also remain consistent as the school endeavors to provide the best possible college preparatory program to its constituents.