**Middle College High School**



**Tribal Education Status Report**

For School Year 2025-2026

Initial Report: September 2022

First Update: October 2024

Second Update: September 2025

 (approved by MCHS Governing Council on 9/24/25)

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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:

1. 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.
2. 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:
3. Provide high quality learning-centered education to all MCHS students
4. Provide effective and efficient services to all MCHS students, fostering their independence as they transition into postsecondary environments
5. Increase student enrollment at UNM-Gallup
6. Provide an educated and skilled workforce to enhance Gallup’s economic development

Each instructional staff member at the Middle College High School possesses 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. All 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 and Zuni nations. 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

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

# STUDENT ACHIEVEMENT

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| **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 eight years, the school has exceeded its mission specific indicators as identified—and described later in this report—in its PED-approved charter contract.The student proficiency data presented in this report has not yet been validated by the New Mexico Public Education Department and may be subject to change. Preliminary data, however, shows that student performance on the 2024-2025 HSGAs exceeded the state and local district averages in reading, science, and math. Proficiency is 51.35% in reading, 16.22% in math, and 70.27% in science. School proficiency rates for Native American students are 44%, 8%, and 72%, respectively. By way of comparison, refer to the following proficiency rates, which are the most recently available data in NM Vistas:

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| ELA | Middle College  | Gallup Schools | State of NM |
| 2022-2023 | 55 | 28 | 38 |

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| --- | --- | --- | --- |
| Math | Middle College  | Gallup Schools | State of NM |
| 2022-2023 | 25 | 18 | 24 |

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| --- | --- | --- | --- |
| Science | Middle College  | Gallup Schools | State of NM |
| 2022-2023 | 57.5 | 24 | 34 |

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 155 students, and the majority of the school’s student enrollment is Native American, increasing from 73% to 80% 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 2024-2025, the school continued to exceed its mission goals related to postsecondary matriculation and retention. 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

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| **Objective:** MCHS honors 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 with respect to 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. |
| **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

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| **Objective:** The school’s overall graduation rate has remained well above 90% for the past several years, with school year 2023-24 boasting a 91.4% rate, compared to the local district’s 74% and the state’s 78.2% rate. Graduation rates for the school’s Native American population reflect a comparable trend, in which the school achieved a rate of 84.6%, compared to 77.1% for the district and 73.7% 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 eighteen-percent (18%) 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 2,500 students who did not locally graduate in 2023-2024. |
| **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 97% rate of regular attendance, while GMCS struggles with a 33% rate of regular attendance. |
| **Conclusion:** The school is committed to weekly following up with community partners such as CYFD, once referrals are made for Families in Need of Services (FINS). While MCHS followed the Attendance for Success Act with respect to students who met the intensive support level of intervention, statewide referral numbers increased during school year 2020-21 and onward, and support from community stakeholders was even more difficult to attain.   |
| **Action Plan:** Despite the shortage and difficulties of receiving assistance from community partners, 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 next steps are identified and implemented for each individual student. These steps routinely include administrative conferences with students and parents. |

#  ATTENDANCE

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| **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 2023-24) exceeds 98% overall, compared to 64.3% for the Gallup-McKinley County Schools and 66.1% for the state. The attendance rate for Native American students is likewise greater than 98%, with a comparison of 63.6% for the district and 59.5% 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 is effective.  |
| **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

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| **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 the Council’s support a second time, with assistance from the school’s general counsel. The school’s most recent Tribal consultation meetings occurred on November 13, 2024 at the Department of Diné Education and June 11, 2025 at the Government-to-Government Summit in Santa Fe. Forthcoming consultation meetings are scheduled for October 16, 2025 at the next regularly scheduled Government to Government meeting, as well as with the Navajo Nation Tribal Council’s Health, Education, and Human Services Committee at a date to be determined (a request to be placed on their agenda was made on September 18, 2025).  |
| **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

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| **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 matriculation and retention 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 and student 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 success that meets or exceeds 80% of all graduates.  |
| **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 bussing 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

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| **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 seven 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 2024-2025, the school was funded $77,784, 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.  |
| **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

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| **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

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| **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 three 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

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| **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 matriculation and retention 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 success rate annually). |
| **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 CONSULATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN ORGANIZATIONS

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| **Objective:** Middle College will continue to meet regularly with Tribal stakeholders, such as the Department of Dine’ Education and parents of Tribally enrolled students, to solicit input in furtherance of its mission. |
| **Background:** MCHS is in its sixth 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. Over the course of the past five 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 seven 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. |

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

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| **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. |
| **Methods:** To support the growth of culturally relevant instructional materials and pedagogy, much professional development is intentionally centered around these topics. Faculty routinely participate in professional development that is focused on inclusive practices, as well as professional development related to grading for equity. Upcoming professional development will add 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

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| **Objective:** Middle College provides access to high quality, dual credit-bearing Native language courses, in partnership with its host institution, UNM-Gallup. 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).  |
| **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 this 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 language courses and the consideration of offering 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 2024-2025, the school’s graduation rate was eighteen-percent (18%) 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 62% higher than the local district’s rate of regular attendance, at 95% and 33%, 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.