

Indian Education Act Systemic Framework

(1/8/21)

The primary goals of Middle College High School's IEA Systemic Framework, as identified in the attached collaborative Student Needs Assessment (completed 10/22/20), center around two key areas of ongoing need. These include addressing barriers to access and addressing college readiness and success. Insofar as other stated inputs might support these crucial needs, categorically related activities are also included. Following the activities and inputs identified in this framework, an analysis of current outcomes is included.

Middle College High School Activities and Inputs

Academic Programs	<p>Consistent with the charter school's mission 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 school maximizes resources designed to meet this effort.</p> <p>Inputs supporting the school's academic mission include:</p> <ul style="list-style-type: none">• Efforts to increase the access and enrollment of Native American students, including strategic outreach and the removal of state level barriers that impede equitable access to enrollment. Whereas it is permissible for school districts to establish MOUs to enroll students from bordering states, this rule does not extend to charter schools. MCHS continues to meet with officials from Navajo Nation to pursue a route to enrollment reciprocity for Tribal students and families.• Calculating postsecondary credit attainment rates of Native American students per academic year, as identified in the attached needs assessment.• Ensuring access to dual credit Navajo language courses.• Skillfully preparing students for postsecondary success through the school's embedded seminar structure, an advising course co-taught by all MCHS faculty that emphasizes postsecondary planning and outcomes.• Measures to ensure that all students graduate on time, prepared to matriculate to college or postsecondary employment.
Culturally Related Activities	<p>Inputs supporting the school's commitment to cultural inclusivity and relevance include:</p> <ul style="list-style-type: none">• Implementation of culturally relevant curricula and materials.• Access to MESA and AISES courses and programs, as well as opportunities to join counterpart clubs on the campus of UNM-Gallup.• Schoolwide participation in student-led service learning initiatives.

	<ul style="list-style-type: none"> • Participation in counselor facilitated trainings and activities, such as suicide prevention and personality and career assessments. • Teacher evaluations and professional development goals that are tied to Domain 3C (Engaging Students in Learning) of the Elevate NM Professional Growth platform.
Holistic Educational Services	<p>Inputs supporting holistic learning include:</p> <ul style="list-style-type: none"> • The provision of a job shadow component, in which students self-select a career of personal interest and participate in 10 cumulative hours of observation and interview of a professional in that respective field. • Unrestricted access to UNM-Gallup's Tutoring Center and the MCHS faculty's collaboratively developed daily tutoring schedule (which is currently available in live online format). • Attendance support and dropout prevention, as adopted by school policy in the Attendance for Success Act. • Guidance and counseling support, including a recent IEA grant award to add a Student Success Advisor position for FY 22. • Parental input and involvement in school budget priorities and student orientation sessions. • A new school nutrition program, in collaboration with Hozho Academy, that exceeds the standards of the National School Lunch Program.

Measuring Middle College High School Outcomes

Academic Programs	<p>Ongoing outputs and measures of attainment include the following:</p> <ul style="list-style-type: none"> • Enrollment of Native American students has increased from 20% to 70% over the past five years. The increase is the result of direct outreach to Tribal communities, primarily through local schools and chapter houses. • Postsecondary credit attainment rates of Native American students for school year 2020-2021 will be referenced against attainment rates for school year 2019-2020 (the baseline year). While the baseline rate is 10.52 credits per student, the school has scaled back on the number of college courses made available to all students, as academic intervention supports are more difficult to schedule during remote instruction. Nonetheless, attainment rates will be calculated for comparison at the conclusion of the current school year. • Student enrollment in UNM-Gallup's Navajo language courses has increased, commensurate with the increase in MCHS's Native student enrollment.
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	<ul style="list-style-type: none"> • Student's Next Step Plans, which form the basis of the school's weekly Seminar class. To ensure that students are up-to-date on postsecondary planning, goals, and deadlines, the school's master schedule includes mandatory weekly advising through a seminar class. This has been invaluable because it allows staff to work through students' Next Step Plans with them. These plans include a number of areas that are absolutely essential for students who are concurrently enrolled in college. Among many other things, they use their plans to track their college credits earned, document their required service learning hours, identify potential majors and colleges, and locate scholarships, etc. The plans are versatile enough that students who do not intend to pursue college are able to document their career and or military planning, as well. Moreover, the plans are intended as a guide to aid in making sure that important deadlines are met, such as registering for ACT, attending the school's FAFSA workshops, etc. Plans are also reviewed with parents, who sign off on them annually, and become a part of each student's cumulative school folder. • According to the PED's most recent graduation data (2018), Middle College High School's graduation rate is the highest in McKinley County at 98.9% (compared to a 73.1% local average). When looking at subgroup data for Native American students, these averages are 100% and 71.9%, respectively (a difference of more than 28 percentage points).
Culturally Related Activities	<p>Ongoing outputs and measures of attainment include the following:</p> <ul style="list-style-type: none"> • Investment in instructional materials focused on cultural inclusion and responsiveness, such as the addition of selected readings from Pueblo scholar Joe Sando (an edited collection of articles on the Pueblo Revolt) and curricular topics related to colonialism and ethnomathematics. These materials supplement the school's dual credit course in Navajo Government and Politics, which focuses on the essential concepts of sovereignty, tribal fundamental law, Indian preference, tribal-state compacts, and the certification of tribal chapters, while simultaneously meeting the high school eligibility requirements of the prestigious Chief Manuelito Scholarship offered by the Office of Navajo Nation Scholarships and Financial Aid. • MCHS recently established a MESA chapter and has participated in regional competitions (pre-pandemic). The school's students have also served in various collegiate clubs, including UNM-G's Student Senate. In addition, tours to main campus are guided by students from the American Indian Student Union and always include visits to various engineering departments, hosted by AISES members. • As part of the school's charter, all students participate in a service

	<p>learning course, which is taught by the school's counselor and awards college psychology credit under the title of personality and career development. A major component of the course involves 30 hours of student-selected community volunteer work. Recent initiatives have included honoring Native American veterans, clothing and toy drives for the Manuelito Children's Home, and volunteering at the Community Pantry. These student-led initiatives foster a practice of giving back to the community.</p> <ul style="list-style-type: none"> • All students complete SOS (Signs of Suicide) training, as well as individualized personality and career assessments (Myers-Briggs and Career Clusters), the latter of which are documented in their respective Next Step Plans. • Professional Development agendas and participant sign-in sheets are kept on file for weekly trainings, many of which identify the school's commitment to addressing Elevate NM's component on "Engaging Students in Learning". Teachers' PDPs (Professional Development Plans) also contain goals specifically related to instructional relevance and student engagement.
Holistic Educational Services	<p>Ongoing outputs and measures of attainment include the following:</p> <ul style="list-style-type: none"> • The school's job shadow component, which is a required graduation credit outlined in the school's charter and policy manual. The culminating activity of job shadowing involves presentations of participating students to underclassmen, which provides authentic purpose and audience to presenters, while offering an informative model for younger students who are yet to complete this credit. • Student tutoring timesheets, which reflect a minimum of 480 minutes of weekly tutoring (prior to pandemic). Timesheets are logged in the school's main office, where they are also kept on file. The school's tutoring requirement is credited with helping students to develop effective habits of study and is further promoted to students and families by MCHS faculty and alumni who participate in each semester's orientation. • Comprehensive attendance supports utilizing tiered levels of intervention, each of which involves communication to parents. Assistance from CYFD, in the form of Families in Need of Services (FINS) referrals are initiated for students in need of intensive support (defined as missing 20% or more of classes). Attendance records are stored in the school's Student Information System, with interventions carefully documented. Since the school's adoption of the Attendance for Success Act, average attendance rates have been over 96%. • Further supporting a robust guidance and counseling program, the school

	<p>has been funded for the addition of a Student Success Advisor. The role of the Advisor will be to provide non-mental health mentoring to students, including academic tutoring and guidance on college and career exploration. The aim is not to supplant the school's existing seminar structure, but rather to supplement it in a more robust manner through the inclusion of an Advisor who is both knowledgeable and experienced in the myriad college scholarship and summer programs that are available to Native American students, such as College Horizons, the Daniels Fund, and the Gates Millennium Scholars Program. Ideally, the candidate would be a former recipient of such an award. Moreover, the candidate would already be in possession of an appropriate bachelor's degree, with a commitment to pursuing a master's degree in counseling, social work, or a related field within five years of the date of hire. The Advisor would also potentially be in line to join the school's counseling department full-time upon completion of a master's degree.</p> <ul style="list-style-type: none"> • Annual budget input meetings in which parents have identified areas of need for students. Identified areas include transportation (see attached Student Needs Assessment) and food service, which the school has since implemented. Moreover, current and former parents are included in school orientations, offering perspectives and practical insights to parents of new students. The school has found that this involvement has been invaluable in relating the efficacy of its programs and services to incoming stakeholders. • A school nutrition program was initiated with a local vendor. The school entered into a combined RFP with Hozho Academy, as it was otherwise difficult to procure a Food Services Management Contract for either school independently, given the comparatively smaller number of students when contrasted with the local school district, who refused to permit its own vendor to contract services with any local charter school. The collaboration with Hozho Academy also serves as a starting point for other potential ventures of collaboration.
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MIDDLE COLLEGE HIGH SCHOOL STUDENT NEEDS ASSESSMENT
(10/22/20)

Student Needs Assessment Goal One: Addressing School Access Barriers

<p>Review of Supporting Data and Analysis</p>	<p>Public charter schools, such as Middle College High School, often face barriers that do not exist for traditional school districts. The statute prohibiting charter schools from providing direct transportation service (to and from school), for example, is a limiting factor when it comes to making charter schools more accessible to students and families. Likewise, access to reliable internet service also impedes student and family participation during such times as when schools are in a remote learning environment.</p> <p><u>Salient background information:</u></p> <p>In the case of MCHS, the issue of transportation became exacerbated when the local Gallup-McKinley County School District refused to negotiate this service with any of the community's charter schools. This prompted one of the local charters (Hozho Academy) to file a lawsuit against the district, as there are no other local transportation companies with whom to contract this dedicated service. Awaiting the outcome of the lawsuit, the community's charters have meanwhile purchased student bus passes from three local shuttle providers, including Navajo Transit, Gallup Express, and Ashiwi Transit (Zuni).</p> <p>The need for student transportation was identified by the Navajo Nation's Health, Education, and Human Services Committee (HEHSC) on October 16, 2019, during the school's annual consultation meeting with the committee. The committee noted the positive results of offering students an early college high school opportunity, but identified the lack of school transportation as a barrier to access for many potential enrollees. School transportation was also noted as a need by existing families during the school's annual budget input survey, which closed on April 13, 2020. This barrier has since been mitigated by the issuance of bus passes to students who are in need of them. But with schools physically closed since March, the newest barrier to access became the need for family internet connectivity.</p> <p>While the school has purchased mobile hot spots from two separate vendors, Verizon and T-Mobile, depending on zones of coverage, the use of these devices (including monthly service charges per unit) is costly and not entirely reliable. Moreover, online learning introduces some additional academic challenges, such as those that inform the school's second identified goal, related to college readiness and success.</p>
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Prioritized Need	<p>To make the school maximally accessible to potential and existing students, MCHS needs to ensure the availability of regular transportation to and from school.</p> <p>To make the school maximally accessible to students during remote periods of learning, MCHS needs to ensure that students and families have access to reliable internet service.</p>
Who is involved?	Stakeholders informing and affirming this goal include students, families, and Tribal officials. Staff involved in the implementation of the goal include the school's administration, governing council, and general counsel.
Action plan	<p>To maximize accessibility to existing and potential students, MCHS will continue to investigate best options for transportation, while in the interim continuing to issue bus passes for students to utilize local shuttle services.</p> <p>During periods of remote learning, the school will ensure that laptops are provided to all students, and that students in need of internet connection will receive a mobile hot spot with monthly service charges paid for through the school's budget.</p>

Student Needs Assessment Goal Two: Addressing College Readiness/Success

Review of Supporting Data and Analysis	<p>The school's Native American enrollment, which comprises the school's largest subgroup, earned 547 of 691 attempted college credits for school year 2019-2020 (the baseline year for data collection). This can be equated to a success rate of 79.16%.</p> <p>This does not mean that missed credits were entirely lost, however, as high school credit is still earned for courses in which the student did not fail (the university only awards postsecondary credit for final grades of "C" or higher, anything less than a "C" does not generate college credit). Nonetheless, the mission of the school is to provide expanded opportunities for postsecondary advancement, making the attainment of a "C" or better the quintessential marker for success. The higher, the better, obviously.</p> <p>Another way of disaggregating the baseline data is to recognize that students,</p>
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	<p>on average, attempted 13.29 college credits per academic year, successfully earning an average of 10.52 credits. This equates to a difference of 2.77 college credits, which is roughly equivalent to one 3-credit college course. It is incumbent on the school to address this shortfall, so that students are successfully advancing in their head start to a postsecondary education.</p>
Prioritized Need	<p>College readiness and success, as evidenced by credit attainment, is in need of targeted improvement. Ensuring that students are successful in each of their college courses will enable them to better meet the requirements of the postsecondary environment.</p>
Who is involved?	<p>Stakeholders informing and affirming this goal include students, families, and Tribal officials. Staff involved in the implementation of the goal include teachers, counselors, school administration, students, families, and additional tutoring/mentoring support providers.</p>
Action plan	<p>To improve students' rates of college success, the school proposes to increase the percentage of credit attainment, such that students do not miss the equivalent of nearly one course per year due to missing the academic benchmark of a "C" or higher.</p> <p>To assist in reaching this goal, the school proposes to fund a Student Success Advisor for school year 2020-2021. The role of the Advisor would be to provide non-mental health mentoring to students, including academic tutoring and guidance on college and career exploration. In the interim, MCHS proposes to adjust current staff members' roles and responsibilities to perform some of the initial duties of an Advisor. This will assist in the final planning of the prospective Advisor's duties, as it allows existing staff to have a firsthand opportunity toward more accurately identifying the support needs of students who are struggling with attendance and coursework requirements.</p>