

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2018

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
KINDERGARTEN READINESS	Increase the number of American Indian families in Early Childhood programs and ready for K	No one in place at Early childhood level to provide ongoing culturally relevant support to families and students.	NA	Train the "float" staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming.
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade.		NA	Utilize funding from Title programs that are for ELL
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	2012-13 baseline math proficiency is 36.1% for AI students. 2017-18 math proficiency for AI students is 39.2% which is a 3.1 % increase but also a 1.9% decrease from last year. Numbers are still unacceptable when looking at their peers.	Rates have increased since 2012-13 (Increased 6.4%) 41.1 % proficiency in Math is still unacceptable for American Indian students.	Include AIHSL in the MTSS model district wide not just at sites that are willing.
	Increase American Indian Student Achievement	2012-13 baseline reading proficiency is 35.3% for American Indian Students 2016-17 proficiency is 44.2% which is a 9.0 % increase, still unacceptable	Rates have increased since 2012-13 (increased 7.8 %). 43.1 % (2016-17) proficiency in Reading is still unacceptable for American Indian students	Continue using Reading Americorps. Continue to address class size. Provide access to literary content relatable to students in a variety of mediums (including culturally relevant materials for American Indian students)
	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	Some teachers are in compliance with state standards because they utilize American Indian Home School Liaisons or Coordinator to help meet these standards.	District monitor and enforce compliance with American Indian State standards. Provide/hire American Indian specific content specialist.
GRADUATION	Raise Graduation rates for American Indian students	2012-13 District Wide graduation rate (4 year) for American Indian Students was 32.5 and has increased to 36.5% in 2015-16	Academic and Achievement Centers are available for all students at 2 High Schools. Denfeld has a SOAR Academy going for students. Peer Tutors are also available. WIN class supplement. Saturday School.	Increase access to peer tutors. Continue Saturday School requirement/option. Continue WIN and WIN utilization by teacher and student request for academics.
COLLEGE AND CAREER READINESS	Increase the number of American Indian students who are college or career ready	Special Education students are not consistently being exposed to College and Career readiness options	NA	Provide all American Indian students, including those receiving Special Services with Career and College readiness guidance through school guidance counselors.

OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history on local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.	N/A	Professional development training days or online training opportunities for staff related to American Indian (Ojibwe) language, culture and history.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian education	Funding dropped from the district to help with American Indian student success from 50k to 10k	Some funds are delegated for American Indian Education	Increase current funding from \$10,000 back to \$50,000 to help cover costs to increase amount of AIHSL and programming for AI students.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to Immersion programming	Resources allocated for American Indian Education and Misaabekong are not evenly balanced and roles are not well defined.	N/A	Staff Misaabekong with Ojibwe specific coordinator, assistant, and curriculum writer(s)
	Increase American Indian student achievement through services provided to them.	Lack of private adequate space for AIHSL to meet with students	NA	Provide consistent adequate space at buildings our AIHSL serve for students to receive academic and cultural services.
	Prioritize General Fund or Title Fund spending to instruction and support of American Indian students.	Not enough staff support to serve the approximately 600 American Indian students in DPS. Currently only have 4 staff.	NA	Dedicate some resources/funding from General Fund or Title programs to increase the amount of staff serving AI students.