

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2017

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE
KINDERGARTEN READINESS	Increase the number of American Indian families in Headstart programs and ready for K	No one in place at Headstart level to provide ongoing culturally relevant support to families and students.		Hire someone with knowledge and experience to ensure Headstart is providing culturally relevant programming.	Work with Headstart/Early Learning, Help Me Grow Coordinator to develop a communication plan with American Indian families to encourage participation.
READ WELL BY GRADE THREE					
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	2016-17 math proficiency goal is 64% for American Indian students actual is 41.1%	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.	Work with building Principals to increase understanding of the role of AIHSL in the MTSS process. American Indian Education involvement will be valuable as we share this information.
	Increase American Indian Student Achievement	2012-13 baseline reading proficiency goal is 35.3% for American Indian Students 2016-17 proficiency is 43.1%. 7.8% 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)	Reading Corps will continue and class size continues to be a priority as well. We are looking into opportunities that would increase accessibility to electronic literature as well as new partnerships with the Duluth Public Library.
	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.	We will continue to work with building Principals as they go through the evaluation process with staff. American Indian Education staff could support this work by helping to create practice profiles (what to look for in classrooms and instruction). We have made reductions to curriculum staff and are not able to hire another content specialist at this time.
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.	Saturday School is available at East High School and DASH has started at Denfeld. WIN times will continue in both the middle school and high school levels.
COLLEGE AND CAREER READINESS					

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.	This year we had a large team attend the MAIE conference. The team included regular education and special education teachers, administrators, and others. We would like this to continue as we believe it is a valuable opportunity. We will look to American Indian Education staff fo providing ongoing supports and opportunities through regularly scheduled district-wide professional development days as available.
	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 with goal to increase to previous budget for American Indian Education to improve programs and supports for Students.	During this budget cycle most departments had reductions. We have maintained the same level of investment in American Indian Education because we believed it was important to do so. The district has made other investments in equity which will also benefit American Indian students and families.
	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)	The district will support a .6 coordinator for the Missabekong program.