

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.		Train the "float" staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming.	Work with Early Education staff to incorporate appropriate training into their regularly scheduled professional development opportunities.
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade.		N/A	Utilize funding from Title programs that are for ELL	This may be applicable with students who are learning English as an additional language. However, the district expends far more resources on the ELL program than funded by Title. American Indian students who are not reading at grade level should receive specific interventions through the MTSS structure.
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.	The Coordinator of American Indian Education has connected with curriculum content specialists for collaboration and support. AIHSL could attend MTSS trainings and be included in the process at the district and site level.
	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)	Reading Corps will continue and class size continues to be a priority as well. There has been collaboration with curriculum content specialists to provide American Indian specific materials, review American Indian Standards, and funding provided through the curriculum department for ELA materials and development.
	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 have made reductions to curriculum staff and are not able to hire another content specialist at this time. As listed above, there has been collaboration between American Indian Education staff and curriculum content specialists to incorporate standards into the curriculum, and ensure materials are culturally inclusive.
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. Check and Connect at Denfeld has supported American Indian students who receive special education services. Integration specialists can also support students.

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.	All students should have access to school counselors and college and career readiness guidance. We will confirm with staff that this is in place. Students involved with Check and Connect could also receive support in this area. Collaboration should continue with CTE to provide information about CCR opportunities.
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.	There have been collaborative efforts to provide specific trainings. American Indian specific training was made available through the "Absent Narratives" training through the Humanities Center. This year we again had a team attend the MIEA conference. We would like this to continue as we believe it is a valuable opportunity. We will look to American Indian Education staff to provide ongoing supports and opportunities through consultations and regularly scheduled district-wide professional development days as available. There is also a new cultural competency requirement for teacher licensure starting in 2020.
	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	While we are increasing access to interventionists for all students, we are unable to provide additional funds at this time. We will work with AIE staff to ensure all Federal funds are being used.
	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.	60 FTE was allocated last year but noticed that is still not sufficient for Misaabekong needs.	Staff Misaabekong with Ojibwe specific coordinator, assistant, and curriculum writer(s)	A .6 Coordinator position was planned for the 2018-2019 school year but was used for other positions as requested. The curriculum department also funds some curriculum development activities for the immersion program.
	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	We will ask Principals to identify dedicated spaces where available. Dedicated space is a challenge for buildings served by many itinerant staff (special education, mental health partners, etc.)

	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 and a part time OSS.	NA	Dedicate some resources/funding from General Fund or Title programs to increase the amount of staff serving AI students. Approval for AIE department to hire a Full time OSS, funding does not come from General fund.	There were positions that went unfilled this year due to not being able to hire a qualified candidate. Regarding Office Support Specialist, work with HR to determine the appropriate number of hours and weeks based on the job description and job duties.