

RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2016					
AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	DISTRICT RESPONSES
High Achievement for All	Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates	2014-15 District Wide graduation rate (4 year) for American Indian Students was 32% the goal was 62.83%	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.	Agree
High Achievement for All	Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates	2016-17 reading proficiency goal is 67.7% for American Indian Students 2015-16 actual proficiency is 44.8%.	Rates have increased since 2012-13 baseline year (9.5% increase), but still fall short of district goals 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)	Agree
High Achievement for All	Increase Student Achievement, Reduce the Achievement Gap, and Raise Graduation Rates	2016-17 math proficiency goal is 64% for American Indian students actual is 35.9%	Rates have increased since 2010-11 baseline year (7.9% increase), but still fall short of district goals for American Indian students	Continue MN Math Corps.	
High Achievement for All	Continuously Improve and Enhance the Quality of our Curriculum and Align it to State Standards	Non-inclusive curriculum on American Indian State Standards. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	Some teachers are in compliance with state standards.	District monitor and enforce compliance with American Indian State standards. Provide/hire American Indian specific content specialist.	This work is done through collaboration of curriculum staff and building principals. It is the role of the building principals to ensure the delivery of the curriculum. We believe this work is done best through collaboration of existing curriculum staff and the Indian Education department. Additional American Indian specific trainings may be helpful.
High Achievement for All	Provide High Quality Staff Development that Aligns with our Goal to Provide Opportunities for Students of Every Culture and Ability to be Successful	Lack of Training on diverse American Indian perspectives	Some teachers recieved training in Multicultural Curriculum Integration.	Continue training in multicultural curriculum integration, specifically, James Banks Curriculum Integration Model. Include culturally specific training on Ojibwe and Dakota perspectives.	Agree
Safe and Welcoming Environment for Everyone in our Schools	Decrease Bullying Among Students	Despite what data shows voices of the student body states bullying is still a problem.	Sessions held at beginning of school year and provided for new hires, and specific Positive Behavior Interventions for Bullying provided during staff development day.	Continue to hold sessions throughout the school year.	Agree
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Safe and Welcoming Environment for Everyone in our Schools	Decrease Bullying Among Students	Despite what data shows voices of the student body states bullying is still a problem.	Students are provided anti bullying information once per year. Fifth, eighth, ninth and eleventh grade students surveyed on bullying experiences and prevention strategies.	Provide anti-bullying training for students with practical steps for prevention and intervention. Provide sessions throughout the year not just once per year. Survey all students in all grades.	We believe it is important to get feedback from our students about their school experiences. We will investigate ways to expand data collection in the future. However, we do not see this expansion implemented by next fall. We need to develop survey tools that are age appropriate and able to manage the data successfully.
Safe and Welcoming Environment for Everyone in our Schools	Increase Safety and Decrease Injuries of Students and Staff	Lack of cultural awareness and sensitivity among teachers and students in the majority.	Professional development training days with breakout sessions from community members related to cultural sharing and competency.	Continue culturally responsive teaching to help all students learn how understanding various cultural perspectives, including one's own, can enhance teaching and learning.	Agree
Safe and Welcoming Environment for Everyone in our Schools	Increase Family and Community Involvement, Engagement and Satisfaction, and Deepen our Community Partnerships	American Indian families disconnected from schools	Numerous Parent Committees district wide (American Indian Parent Advisory, District Advisory Council, Education Equity Committee, Parent Advisory Council on Special Education,) American Indian specific Think Kids Community Meeting held.	More open communication between the schools and parents. Include parents in the process and encourage parent participation, provide childcare during committee meetings.	Agree
Effective, Efficient Systems that Make The Best Use of Resources	Prioritize General Fund Spending to Instruction and Support of Students	Funding dropped from the district to help with American Indian student success from 50k to 10k	Some funds are still delegated for American Indian Education	Continue current funding with goal to increase to previous budget for Indian Education to improve programs and Liaisons for Students.	Agree
Effective, Efficient Systems that Make The Best Use of Resources	Prioritize General Fund Spending to Instruction and Support of Students	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)	Ojibwe immersion presents a unique challenge in that translated instructional materials are not available for purchase. Additional support will be considered.
Effective, Efficient Systems that Make The Best Use of Resources	Increase the Diversity of Staff through Culturally Competent Recruitment and Retention Practices. The Staff of Color will Reflect the Percentage of People of Color in our Community	Only 13.78 American Indian certified staff and 24.73 Non certified American Indian staff	Human Resources attends the April college fair every year in the Twin Cities to recruit teachers.	Invite Coordinators of American Indian Education and Office of Education Equity to attend college and recruitment fair with the Human Resource department staff. Start recruitment early in the college careers. District commitment to hiring staff of color and commitment to retaining them.	Agree
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