

MEMORANDUM OF AGREEMENT

Between

Minneapolis Public Schools

And

Metropolitan Urban Indian Directors

This historic MEMORANDUM OF AGREEMENT between the Minneapolis Public School District and the American Indian Community of Minneapolis, represented by the Metropolitan Urban Indian Directors (MUID), and its member organizations, recognizes that educational failure has condemned generations of American Indian people to poverty and diminished life opportunities and that this failure must finally be put to an end.

This agreement also recognizes that the education of American Indian students is a responsibility shared by the federal government, state government, the Minneapolis School District, the broader American Indian community, and American Indian families, and that only through a joint commitment to work together with a focus on American Indian students' success will we succeed in overcoming this legacy of educational failure. With the highest dropout rates and the lowest graduation rates of any group, it is not an overstatement to say that education of American Indian students in Minneapolis is in a state of crisis, and we are in imminent danger of losing yet another generation of children to the educational failures of the past.

This agreement further recognizes that the education of American Indian children continues to present significant challenges to the school district due to the disconnect between American Indian cultural values and practices and western paradigms of education and that the wisdom and insights of American Indian educators and other American Indian community members are required to assist the district in meeting its educational responsibilities to American Indian students.

This is the fourth such agreement entered into by the Minneapolis Public Schools and the Minneapolis Urban Indian Directors. The first agreement was signed in 2006, and was the first of its kind in the country. The second agreement was signed in 2012 and established the MOA as a perpetual agreement to be reviewed and updated every five years. The third was signed in 2016 with amendments in 2019 to add the middle school pathway sites after Anishinabe Academy was changed from a PreK-8 to a PreK-5 in the fall of 2018.

The MOA has been successful in increasing communication and collaboration between the partners, enhancing family engagement and professional development, and creating a greater sense of shared understanding. There has been incremental improvement in student achievement in some areas, but much more progress needs to be made. The intention of this renewed MOA is to build on the positive developments of collaborative partnership we have seen in the last 15 years and to create goals for continuous improvement that will result in significant gains in American Indian student outcomes. The

past year was unique due to the implementation of the CDD and the continued COVID19 pandemic. For these reasons we will be doing a full review within the first 2 years of this renewed MOA to identify adjustments that may need to be made. In this renewal there will also be the creation of an implementation plan by the end of July 2022.

THIS AGREEMENT is hereby made and entered into by the Minneapolis Public Schools, hereafter referred to as "MPS" and the Metropolitan Urban Indian Directors, hereinafter referred to as "MUID" and its member organizations who will partner to implement a more effective model of education based on best practices that will result in significant improvements in educational outcomes for American Indian students.

I. **SCOPE OF AGREEMENT**

THIS AGREEMENT is intended to improve the education of all American Indian students district wide and therefore will apply to the education of identified American Indian students in all schools under the oversight of the Minneapolis Public School Board. This includes regular public schools, community partnership schools, and schools contracted (CAP) by the Minneapolis Public Schools.

II. **DATE AND SCOPE**

THIS AGREEMENT will become effective as of January 1, 2022. The agreement is perpetual, to be reviewed annually and renewed by the partners every five years.

III. **TERMS OF AGREEMENT**

MPS will designate four (4) research-based American Indian Best Practice school sites with an emphasis on American Indian culture and language that are academically rigorous and culturally responsive. A Best Practice site for American Indian students requires not only an inclusion of cultural content within all curriculum, but a staff who understands how to teach culturally as well. Best Practices for American Indian students include holistically designed lessons that include kinesthetic learning, and place-based experiential curriculum that incorporates American Indian languages and that expands the concept of relationships well beyond human-to-human interaction. Examples are referenced in **Appendix A**.

The four named best practice sites are intended to demonstrate the integration of culture and academic rigor, and to provide examples for replication in other schools. The four Best Practice schools are identified as: Anishinabe Academy (preK-5); South High School All Nations (9-12); and two contract/alternative sites, Takoda Prep of AIOIC (9-12) and Na-way-ee Center School (7-12).

MPS will also designate four (4) American Indian Pathways school sites (2 middle and 2 high school). The four schools are identified as: Northeast Middle School (6-8) and Sanford Middle School (6-8), Edison High School (9-12) and South High School Open/Liberal Arts Programs (9-12). The intent of the pathways sites is to create opportunities for American Indian students in additional geographic areas of the district. These sites provide a pathway of language and culture offerings but are not as immersive into all curriculum as the best practice sites. Additional Best Practice or pathway sites may be identified and included based on negotiations by the parties involved in this agreement.

Each year, the District will guarantee pathway middle school placement of all current Anishinabe Academy fifth graders at whichever of the two American Indian Pathway Middle School sites corresponds to their home address, with district transportation provided. The District will also guarantee pathway of current 8th graders from the pathway middle schools to any best practice or pathway high schools, providing space is available.

a. Prior to school request time in February of each year, Anishinabe Academy, Northeast and Sanford staff, supported by the appropriate District departments, will collaborate to communicate both in person and by letter with the families of current fifth and eighth graders about the details of the automatic pathway within the MOA.

b. All Anishinabe Academy fifth graders will be assigned to one of the two American Indian Pathway sites (Northeast or Sanford) that correspond to their home address unless they choose otherwise.

c. All 8th grade students attending Sanford or Northeast will be assigned to one of the best practice or pathways sites that correspond with their home address unless they choose otherwise.

d. All other American Indian students placed into their community schools will have the option to select an American Indian Pathway or Best Practice school that corresponds to their home address through the school-choice process. There would be guaranteed transportation providing space is available at that school.

IV. COMPONENTS OF BEST PRACTICE AND PATHWAY SITES.

A. District led Best Practice & Pathway sites will be defined by the following:

- a. **Group participation:** Principal or designee from the Best Practice and Pathway sites will participate quarterly (at minimal) in the MUID education subgroup (Phillips Indian Educators, hereafter referred to as "PIE") to discuss their school site's implementation of strategies and goals within the MOA. PIE meetings are held two times a month.
- b. **Relationships and Cultural Contextualization:** Positive, culturally appropriate relationships are foundational components of an American Indian school/community. The value of student-student relationships and American Indian student achievement are recognized strategies to ensure success. These relationships will be actualized through the establishment of an American Indian student cohort and regularly designated space to support the social-emotional needs of students. Participation in American Indian cultural revitalization education is a choice that is made by students and families and should be honored as a choice throughout their education timespan.
- c. **American Indian Language:** The revitalization and maintenance of American Indian Language is essential to provide for a culturally contextualized learning environment. As such the continuation of language education, both revitalization and maintenance, is required as an offering at all Best Practice and Pathway schools. Dakota and Ojibwe languages will be given priority.

- d. **Transportation:** To honor our commitment to provide American Indian students access to the Best Practice and Pathway sites, students will be provided transportation to these sites by the District.
 - e. **Professional Development:** Schools will partner with MPS American Indian Education Department as needed to continue to offer professional development for teachers and school staff. The lens encompassed is such that the learning is not linear but discovered through seeking understanding. Professional development opportunities will include pedagogy, subject and content specific lessons and integration of cultural contextualization of standards. The District's Professional Development office will consult with the Indian Education Department when planning district wide training to avoid conflict with training specific to the MOA.
 - f. **Quarterly Meetings:** School site teams, specifically those working directly with students from both District and community programs, will commit the time needed to meet quarterly to review data and assess student progress in relationship to the goals identified in the MOA. The targeted outcome of the meeting is to identify interventions and opportunities to be implemented and connect students to resources as needed; for those either below and/or exceeding grade level standards.
 - g. **Engagement:** Every School Site recognizes that family is a critical component to student success and will demonstrate this as a priority in the following ways:
 - i. School sites will designate a liaison to encourage American Indian family involvement to support student achievement and attendance.
 - ii. School Sites will identify strategies to welcome and engage American Indian families as outlined in their family engagement plan (FEP) within their School Improvement Plan (SIP).
 - h. **Increasing Student Academic Outcomes:** All school sites, including Best Practice and Pathway sites, will align their goals with the MOA and include specific, individualized goals and strategies for each American Indian student attending their school to improve American Indian student outcomes district wide, at every school. School Improvement goals and strategies will be set in the fall, reviewed quarterly and will be presented annually to the district. In addition, the All Nations program will complete an annual Program Improvement Plan.
- B. Additionally, Best Practices Sites will have the following:
- a. **Universal Instructional Practices Tool:** A universal instructional practice tool will be used for coaching and continuous improvement of teachers. The tool and process will be identified in the implementation plan.
 - b. **Stable teaching force:** Positive, culturally appropriate relationships are essential components of a school community. There is direct connection between stable student-teacher relationships and American Indian student achievement, therefore all Best Practice and Pathway Sites will hire teachers through the Interview and Select process to ensure mutual consent and facilitate the best match possible of teachers and

sites or programs. Members of the American Indian community will be invited to participate on interview teams, ensuring community input into hiring decisions.

Teachers at Best Practice & Pathway sites will be asked to sign an agreement acknowledging the unique status of the sites and their commitment to the MOA and to the integration of cultural relevance and academic rigor. This agreement will be signed with their contract and collected by MPS Human Resource office. All staff will be given a copy of the MOA and will commit to attending an orientation to the Best Practice or Pathway site as well as participation in the observation and coaching cycle outlined in the implementation plan. Teachers will agree to participate in American Indian language learning through language tables or other means, and to make use of the language/s in their classroom. Teachers will also commit to attending professional development sessions as offered through MPS American Indian Education and Phillips Indian Educators. MPS will recognize these professional development sessions as priority for staff of American Best Practice sites.

Commitment and compliance with these requirements will allow MPS teachers to be protected from district-wide layoff, bumping and placement of excess teachers. Minneapolis Public Schools considers these programs as Native and Heritage Language Literacy (NHLL) programs under the teacher collective bargaining agreement (15.10.1) and shall seek to establish a special designation for American Indian Best Practice & Pathway sites in its contract with the Minneapolis Federation of Teachers that puts in place the above requirements for teachers at American Indian Best Practice sites and necessary MPS Human Resource to avoid disruptions to these programs from district-wide layoff, bumping or excess placement procedures.

V. COMMUNICATION AND PARTNERSHIP PROTOCOL

- A. Phillips Indian Educators is the designated MUID education subcommittee and will make regular reports to MUID on the progress of the MOA implementation at monthly meetings.
- B. The MUID education subcommittee will meet monthly with the MPS Superintendent and his/her designees for discussion and problem solving on matters related to the implementation of the MOA.
- C. MUID and the MPS Board of Education will hold an annual meeting to review progress of the implementation of the MOA. These meetings shall include a review of data reflecting the status of American Indian students in Minneapolis Public Schools as outlined in the Mutual Accountability section below.
- D. The MPS Board of Education shall designate a board member as the official liaison to MUID and the MUID education subcommittee (PIE).

- E. The MUID education subcommittee will meet annually with representatives from MPS and the principals and school leadership teams of Best Practice Sites to mutually identify priority accelerated performance targets for each school year of the agreement.
- F. The MUID education subcommittee will meet quarterly with the principals and leadership teams of Indigenous Best Practice sites for an in depth review of the site level data and a discussion of mutual improvement strategies.
- G. MPS will share aggregate student data with the greater Minneapolis American Indian community on an annual basis.
- H. Members of PIE and the Department of American Indian Education be included in MPS curriculum adoption deliberations and curriculum transformation/creation initiatives that have a potential impact on the learning experiences
- I. The District and community partners named in this agreement will negotiate an agreement for the sharing of student data that is essential for monitoring the design, implementation, and success of interventions.
- J. Should conflict occur between the two parties, steps shall be taken in order to arrive at a mutually agreeable solution. If the parties are unable to reach agreement themselves, neutral outside facilitation/mediation will be engaged to resolve disagreements on programs or policies that impact the implementation of the MOA and have direct impact on American Indian students in MPS.
- K. Representation throughout the Hiring of the Indian Education Director & MOA School Administration: A minimum of one member of PIE shall be included in the interview process for the selection hiring of the American Indian Education Director and any leadership positions at named school sites. The representation of the American Indian community served shall be heard. The individual recommended shall attend an introductory meeting with the members of PIE and MUID and ongoing participation.
- L. Prioritizing work with American Indian based agencies to do culturally related work with Minneapolis Public Schools recognizing the expertise and inherent value of services that the American Indian community, including tribal affiliated groups provide to the District's American Indian students. The intent of this cause is to reaffirm the commitment of both parties to continue to work together to provide these valuable services to the District's American Indian students. The services provided through the support and recommendations of MUID include but are not limited to:
 - a. Educational Programming
 - b. Mental Health Services/Social Emotional Learning
 - c. Cultural Enrichment
 - d. Employment Services
 - e. College/Career Readiness and Transition

- f. Utilize Indian Education to connect to resources

M. Recognizing the importance of American Indian practices in the lives of students and the American Indian community and as part of the best practice pedagogical strategies, this MOA states the protection of the 'Expression of Culture' hereby defined but not limited to:

- a. Drumming and/or singing
- b. Smudging and/or offerings
- c. Talking Circles
- d. Cultural Symbols of Honor for Significant Events (i.e. Eagle Feathers, Medallions, Plumes)
- e. Seven Ways of Knowing (Relating, Language, Behavior, Knowing, Doing, Responsibility, Thinking)
- f. Additional representation of American Indian Practice as appropriate

VI. **MUTUAL ACCOUNTABILITY**

Despite a much-improved working relationship between the American Indian community and the Minneapolis Public Schools, American Indian students in Minneapolis continue to have one of the largest opportunity gaps of any racial/ethnic group in the system.

Bold and courageous action is urgently needed to secure the promise of quality education for American Indian children. This must begin from the fundamental belief that American Indian children are just as capable as any others, and that we must set high expectations that challenge them and all of us to much higher levels of accomplishment. Incremental progress based on past performance is no longer acceptable. American Indian children need and deserve our highest aspirations.

The metrics and annual performance targets established through this MOA encompass the critical indicators of Indian student success. The annual performance targets included as **Appendix B** to this document reflect the district wide performance targets for American Indian students district wide over the next five years. With this MOA we are intentionally focusing on the specific metrics that most closely correlate with American Indian student success. The metrics include the following:

- Improved attendance for all American Indian students including Best Practice and Pathway Sites,
- Improved reading for grades PreK-8, and
- Credit earned for students in grades 9-12 toward high school graduation in four years
- Core course credit earned in grades 9-12 toward high School graduation in four years
- Contract/Alternative schools will measure credits earned versus credits attempted.
- Disaggregated data will be monitored in all metrics mentioned above for students receiving special education services and identified as homeless and highly mobile.

- Disaggregated data by school will be monitored with specific goals for American Indian students at each site.

Student and family engagement measures will also be utilized based on a determination made with ARE on the best method of measurement for both qualitative and quantitative data.

District wide American Indian student performance will continue to be aligned and measured with the goals stated in the District's strategic plan, and reported to the school board and the American Indian community on an annual basis. Program evaluation will be integrated to determine which interventions are working and should be "scaled-up" and which should be eliminated. Evaluation will be conducted by the Accounting, Research, & Evaluation (ARE) Department of MPS and include both district-sponsored interventions and those sponsored by American Indian community agencies. Examples of programs to be evaluated include the High Five Language Immersion programs at Anishinabe Academy, MIGIZI's Native Academy program at South and Nawayee Center School, Hennepin County Be At School Partnership with Division of Indian Work, among others.


With regards to the two Contract Alternative School Programs, Nawayee Center School and Takoda Prep of AIOIC, evaluation processes regarding their contracts aligned with the goals and spirit of the MOA will be incorporated in the overall evaluation of the MOA. These processes will be employed on an annual basis as a means of collaborating with the sites to sustain or achieve success with and for Indigenous students. Included within these processes are annual site visits by their MPS partners (including the Department of American Indian Education) for the purpose of learning how best to support them in their efforts. Additionally, quarterly collaborative evaluations of attendance and credit attainment data (both in aggregate and by individual student) will be tabulated, shared, and examined for the purposes of optimizing both school and student performance. Finally, each site will collaborate in a formal assessment with MPS staff - utilizing a (to be determined) standardized set of school-wide metrics for Contract Alternative Programs - in order to evaluate the overall efficacy of each site. These formalized evaluations are for the specific purpose of determining contract renewal eligibility, as well as the length of the contract offered. These evaluations are to be conducted collaboratively in order to continuously identify and bring forward Best Practices for the education of Indigenous students and support those Best Practices so identified.

Use of an instructional evaluation tool (to be determined or developed collaboratively within the implementation plan) at MOA best practice sites will also be used to help determine the sites potential impact on teacher professional practice and student achievement. New supplemental academic support programs that might be developed over the course of the five-year MOA term may also be included.

- A. **Community partners:** MPS will enter and maintain partnerships with American Indian community based organizations to provide supplementary educational programming and advocacy to support the work at Best Practice sites and district wide to support the ultimate goal of improved educational outcomes for American Indian students.
- B. **American Indian Family Engagement:** MPS and MUID will partner to encourage and enhance opportunities for American Indian families to engage in their children's education. MPS will continue to develop learning opportunities for American Indian families such as the Parents of Tradition class, which is offered through Early Childhood Family Education (ECFE) Department. MPS will hold American Indian Awareness & Family Involvement Week during the third week in November each year as an opportunity and expectation to celebrate and bring awareness of the contributions of American Indian students, families, and community members to our school district and to particularly welcome American Indian families into our schools. MPS will continue to support a position outside of American Indian Education Department specifically targeting American Indian family engagement across the district and offering Parent Academy/Connecting Parents to Educational Opportunities (CPEO) specifically for American Indian families.
- C. **The elected members of MPS American Indian Parent Committee (AIPAC) shall** serve as the district-wide leadership group and parent advisory council for the creation of additional outreach and advocacy for our American Indian families.
- D. **American Indian Student Engagement:** Based on input received from American Indian youth, MPS and MUID partnered to create a district wide American Indian student leadership group named Ogichida Oyate American Indian Indian Council to channel the leadership and voices of young people in our community. The American Indian student leadership group will meet at least four times per year to provide input into the Memorandum of Agreement implementation and progress, American Indian Education department programming, and to develop community wide initiatives and opportunities for all American Indian students.

VII. **MAINTENANCE OF RECORDS**

- A. The MUID education subcommittee shall maintain an accessible collection of best practice research and materials (PIE Website) for review and dissemination to all schools within MPS upon request.
- B. MPS will maintain records on overall American Indian academic achievement, student progress and trend data, and will document the overall change process for replication at all site across the district.

Signed by: 
Kim Ellison (Dec 15, 2021 17:15 CST)

Kim Ellison, Chair
MPS Board of Education

Dec 15, 2021

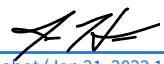
Date

Signed by: 
Josh Pauly (Dec 16, 2021 09:32 CST)

Josh Pauly, Clerk
MPS Board of Education

Dec 16, 2021


Date

Signed by: 
Joe Hobot (Jan 21, 2022 12:09 CST)

Joe Hobot, Chair
Metropolitan Urban Indian Directors

Jan 21, 2022

Date

Signed by: 
Louise Matson (Jan 24, 2022 13:41 CST)

Louise Matson, Vice-Chair
Metropolitan Urban Indian Directors

Jan 24, 2022

Date

APPENDIX A

Best Practices for American Indian Education

Purpose of the Seven Ways of Knowing:

This Seven Ways of Knowing Framework is grounded in traditional Anishinaabe and Dakota and is viewed as a valid way of seeing the world that will guide educators in supporting the reclamation, revitalization, maintenance, and preservation of languages and cultures thereby increasing American Indian student success through culturally relevant and academically rigorous instruction.

Dakota and Ojibwe languages and cultures are continually evolving, which may result in changing worldviews. In recognition of the diversity of evolving Dakota and Ojibwe perspectives, the Seven Ways of Knowing Framework accommodates changing perspectives while retaining a fundamental connection to traditional cosmologies.

The intent of the Seven Ways of Knowing Framework is to provide focus and direction for student learning outcomes based on a traditional learning continuum. A continuum that recognizes that learning is a holistic and natural process that builds upon existing knowledge; holistic; not compartmentalized and is purposeful, engaging and fluid, not rigid; learning that integrates multiple sources, processes and ways of knowing, weaves spiritual, intellectual, emotional, social-cultural, and physical experiences together, provides a system for building relationships, rigor and responsibility that is relevant and responsive to the whole; promotes self-discipline, leadership, social and civic responsibility, critical thinking and accountability; scaffolds learning upon existing knowledge and prior experiences; intertwines processes for learning, teaching, evaluating, and reflecting; and embraces experiences that nourish the heart, mind, body and spirit. The Seven Ways of Knowing Framework will standardize learning experiences regarding the teaching of Dakota and Ojibwe languages, cultures and history in an integrated culturally relevant and academically rigorous way.

Rationale:

Language and culture are inseparable. The revitalization, preservation, and maintenance of a language are necessary conditions for the survival of a culture and, therefore, a strong foundation for American Indian student success. The Seven Ways of Knowing framework and corresponding Seven Core Values are tools that will enable teachers to guide students to explore and experience the school curriculum through their traditional languages and cultural perspectives. The success of American Indian students must be fostered by all educators. In order for this to happen a implementation plan must be

created that includes a collective vision which includes stated goals, measurements, evaluation, and reporting tied to the seven core values below.

Integrating the Seven Core Values into the Classroom:

Respect: Respect is crucial for American Indian students to feel they have a place within our schools. Respect and high expectations are essential to student success. Educators can promote respect and a positive learning experience for American Indian students by ensuring that language and culture are represented in the classroom, by acknowledging that students come to school with experiences and knowledge that should be recognized and honored by teachers, and by encouraging students to share their strengths with others.

Love: Love is a commitment to supporting and demonstrating, as educators, our belief in our American Indian student success through an understanding of their individual learning styles, setting high expectations and having a genuine presumption that American Indian students are fully capable of meeting high expectations set by the teacher and capable of being autonomous learners.

Bravery: Bravery is shown by educators when a commitment to change the nature of the curriculum occurs through the inclusion of Indigenous contributions, innovations, and inventions while being paired with the historically-factual representation of American Indian people.

Wisdom: Wisdom reminds us that we are lifelong learners. It emphasizes the value of sharing and engaging in dialogue with what we know and allows our students to share what they know. Wisdom can also be demonstrated through participating in ongoing research and professional development that can be incorporated into classroom practice.

Humility: Humility is not thinking less of oneself; it is thinking of oneself less. Humility is a key tenet in ensuring American Indian student success. As educators, we need to go beyond ourselves and ask American Indian organizations and communities for direction in the development of a culturally relevant rigorous curriculum. Educators who show humility admit we do not know everything and have much to learn from our students, our families, our colleagues and communities we serve.

Honesty: Honesty is to be authentic with ourselves, our beliefs about our students and the communities we serve; then proceed in a manner that is responsible and accountable to American Indian students and families. This requires a commitment to self awareness.

Truth: Truth is to examine the reality and lived experiences of a situation, including the fact that different people have different lived experiences and therefore different perspectives, each of which are valid and to be considered a truth. It emphasizes the process of coming to terms with how things really are and developing a plan for change.

Examples of Best Practices:

Experiential Lessons: Structured, multi-sensory (more than the usual five senses) learning experiences (see experiential cycle attachment for a little more)

Place-Based: Lessons rooted in and related to places (especially the places where students live) (see Bdote Memory Memory Map)

Culturally Contextualized Learning Environments: Learning Environments that function at a high level of Indigenous cultural immersion (Use of Ceremony, songs, smudging Art, Music and relationships that are highly functional and culturally appropriate)

Incorporate American Indian languages: American Indian Languages should be spoken and modeled as much as is possible (Given that not all teachers are American Indian in most situations we ask that all learn some language and use in class where appropriate)

Incorporate multiple teaching (and learning) styles in lessons/learning experiences (Relates well to theory of Multiple Intelligences)

Find out how each students learns best and structure learning experiences that accommodate them

Teach Talking Circle and incorporate it into lessons to encourage respectful listening, speaking and discussion

Facilitate learning rather than disseminate knowledge (see Educational Facilitator)

Understand the Science of Relatedness (relationships to each other, the world and everything are at the core of Indigenous cultures and essential to the learning experience)

There is no learning without relationships as our (and probably most) kids learn best within the context of a relationship (Respect has to be earned/lived and must be reciprocal)

Teachers must be leaders of relationship building

Cultural Responsiveness: Local, national, and international research findings demonstrate that students are most successful in academically rigorous, culturally contextualized and responsive educational settings. Schools recruit, hire, and retain teachers who are willing to participate, develop, and maintain the cultural and language foundations. Further, a culturally responsive school fosters and supports opportunities for teachers to participate in professional activities and associations that expand their cultural knowledge and pedagogical skills. The following is a set of example hallmarks of a culturally responsive school:

Fosters ongoing participation, communication, and interaction with parents, families, elders, and community members.

Provides frequent, meaningful opportunities for students to learn in or about their heritage language and culture.

Roots pedagogical approach in American Indian cosmologies.

Recognizes the people-centered, group centered culture of American Indian students.

Recognizes and develops close relationships on a personal level with their students, their caregivers and their community.

Recognizes the strive for harmony and balance in life-the interdependence of physical, emotional, psychological, and spiritual well-being.

Recognizes the historical and compounded traumas present in the lives of Indigenous people.

Prioritizes hiring and retaining American Indian educators.

APPENDIX B

Districtwide Sites performance targets for American Indian Students:
2022– 2027

Grade	Attendance Metrics	2020-2021	
		Baseline	tot n
PreK-12	% of students attending at least 95% of possible days	33%	1411
PreK-12 SP ED	% of students attending at least 95% of possible days - Special Ed only	32%	392
PreK-12	% of students with average daily attendance above 90% (non-chronic absenteeism)	49%	1411
PreK-12 SP ED	% of students with average daily attendance above 90% (non-chronic absenteeism) - Special Ed only	46%	392
K	% of student currently in kindergarten assessed before age 5		
Grade	K-8 Achievement Metrics	2020-2021	
		Baseline	test n
K-1	% of students meeting or exceeding standards on the earlyReading assessment	13%	39
K-1	% of students meeting or exceeding growth targets on earlyReading assessment	13%	39
K-1	% of students meeting or exceeding standards on KCoM and CoM assessments		
K-1	% of students meeting or exceeding growth targets on KCoM and CoM assessments	13%	39
2nd-8th	% of students meeting or exceeding standards on aMath assessment- Fall	11%	37
2nd-8th	% of students meeting or exceeding standards on aMath assessment- Winter	11%	37
2nd-8th	% of students meeting or exceeding standards on aReading assessment- Fall	11%	37

2nd-8th	% of students meeting or exceeding standards on aReading assessment- Winter	11%	37
Grade	9-12 and College and Career Readiness Metrics	2020-2021	
		Baseline	tot n
9	% of students passing/earning credit in all 4 core subject areas (ELA, Math, Science, Social Studies) Q4	54%	117
9	% of students completing 9th grade on-track (on-track to graduate on-time in 4 years)	30%	117
10	% of students passing/earning credit in all 4 core subject areas (ELA, Math, Science, Social Studies) Q4	43%	105
10	% of students completing 10th grade credit ready (cumulative credits to graduate on-time in 4 years)	61%	105
11	% of students passing/earning credit in all 4 core subject areas (ELA, Math, Science, Social Studies) Q4	49%	89
11	% of students completing 11th grade credit ready (cumulative credits to graduate on-time in 4 years)	60%	89
12	% of students passing/earning credit in all 4 core subject areas (ELA, Math, Science, Social Studies) Q4	68%	127
12	% of students completing 12th credit ready (cumulative credits to graduate on-time in 4 years)	68%	127
11	% of 11 Grade American Indian students taking the ACT for All Exam	11%	8
11	Average Composite Score for Indian students taking the grade 11 ACT for All	15.8	8
11	% of 11 Grade Indian students earning a composite score of 21 or higher on the ACT for All test	13%	8
12	% of students entering 9 th grade who graduate from high school four years later (baseline is for the Class of 2020)	33%	66

12	% of students entering 9 th grade who graduate from high school five years later (baseline is for the Class of 2019)	52%	100
9-12	% of students enrolled in and earning passing grades in at least 1 advanced/dual college credit course	40%	270
12	% of students completing the FAFSA by end of senior year	41%	56
12	% of American Indian seniors who indicate they are fairly/very confident they are prepared for their post-secondary plan. - Senior Exit Survey (need to ensure that these metrics are present on surveys that are given in CAPs)	75%	47
12	% of American Indian seniors who completed at least one college scholarship application. - Senior Exit survey (need to ensure that these metrics are present on surveys that are given in CAPs)	36%	47
Grade	Engagement Metrics	2020-2021	
		Baseline	tot n
12	Add a metric related to extracurriculars with community partners (Garden Warriors, Golden Eagles, DIW, Migizi, etc.)		
12	% of American Indian seniors who participated in at least one extracurricular activity at some point while in high school (sports, theatre, a club, math team, etc.). - Senior Exit Survey (need to ensure that these metrics are present on surveys that are given in CAPs)	72%	47
8 & 11	Student Climate Index - % of American Indian students who often or almost always agree - items related to sense of belonging	Spring 22 Results	
8 & 11	Student Climate Index - % of American Indian students grades 4-12 who often or almost always agree - items related to racial and cultural background	Spring 22 Results	
Parents	Parent/Guardian Climate Index - % of American Indian parents/guardians who often or almost always agree - items related to sense of belonging	Spring 22 Results	