Office of Indian Education

District and School Self-Assessment for Implementing Indian Education

This voluntary self-assessment instrument is intended for local education agencies (LEAs) and schools to use to evaluate their services to American Indian students, their families, and communities under the federal and state definition of purpose for American Indian education programs in meeting a) "the unique educational and culturally related academic needs of American Indian [students]" and b) "to ensure equal educational opportunity to every individual." School staff, district leaders, community members, and parents can use the rubric collaboratively to consider and summarize their districts' or schools' progress toward full implementation of a variety of services and programs aimed at these two purposes.

Explanation of levels of implementation in the rubric:

Full Implementation: My district or school is fully implementing the indicator as planned and in accordance with Indian Education policy.

Partial Implementation (Developing Stage): My district or school is partially implementing this indicator, or is fully implementing but revisions need to be made or are planned.

Initial Implementation: My district or school has begun implementing the indicator but has not yet implemented all planned parts; frequency, quality or consistency are lacking; or some steps or activities are implemented while others are on hold or still in planning.

Planning: My district or school has a plan in place to address the indicator, or meetings are regularly held to plan for implementation and to address the indicator. My district or school has explicit plans to identify a team (or has one in place), gather resources, and launch the indicator.

No implementation (Exploration): The indicator is not being addressed or implemented at my district or school. My school or district may have begun investigating how to implement the indicator but does not yet have explicit plans to do so.

District and School Self-Assessment for Implementing Indian Education	Full Implementation 4	Partial Implementation 3	Initial Implementation 2	Planning 1	No Implementation 0
I. Program Support					
II. Funding and Support: Federal and State					
IIIA. Educator Effectiveness: Recruitment and Retention					
IIIB. Educator Effectiveness: Collaboration, Communication, and Professional Development					
IVA. Culture: American Indian Parent Advisory Committee					
IVB. Culture: Tribal Relations and Engagement of Parents, Families, and Communities					
V. Student Learning, Standards, Curriculum and Instruction					
VI. Data-Based Decision Making					
Score					

For additional information or questions, contact Dr. Jane Harstad, Director of Indian Education: jane.harstad@state.mn.us, or visit the Minnesota Department of Education, Office of Indian Education website. This self-assessment tool was created in collaboration with the Midwest Comprehensive Center (MWCC) and Regional Education Laboratory (REL) Midwest. MWCC and REL Midwest are directed by American Institutes for Research on behalf of the U.S. Department of Education.

I. Program Support

Indicator	Full Implementation 4	Partial Implementation 3	Initial Implementation 2	Planning 1	No Implementation 0
1. Accurate identification of American Indian students	*My district, school, or tribe (either with or without the dedicated support of a staff member – e.g., community coordinator, Indian home-school liaison) collaborates with parents of American Indian students, tribal enrollment offices, or a tribal government (if they are in close proximity to/or have established relationship) to identify American Indian students, such that we are certain that all have been accurately identified.*	*We have implemented a plan for identifying American Indian students and are working on accurately identifying all American Indian students in our school.*	*There is a discrepancy between our federal and state count (perhaps by 10% or less) and we seek assistance from MDE for solutions to better identify American Indian students.*	*We are beginning to collaborate with parents, tribal enrollment offices, or tribal government agencies (if they are in close proximity or have established relationship) to plan how to more accurately identify American Indian students.*	*My district or school does not engage with parents, tribal enrollment offices, or tribal government agencies to ensure American Indian students have been accurately identified.*
2. Established Indian Education program [Minnesota Statutes 124D.74](#)	*My district, school, or tribe has a fully established Indian education program with sufficient funding and staff to provide ongoing, multiyear services to all American Indian students and meet their identified needs. Student needs are identified and program revisions are made in close consultation and collaboration with the community and parents using academic and non-academic data.*	*We have a fully established Indian education program but we are not meeting the needs of nearly all American Indian students. Parents and community members are not always consulted to identify needs or make revisions to programs and services.*	*We have a written Indian education program plan and have held initial meetings with the community and parents to begin identifying student needs.*	*We have begun developing a written Indian education plan for, including plans for staff, services, and funding sources, but we have not yet begun implementing components of the plan.*	*We have no Indian education program but may have explored establishing or developing one. We do not yet have specific plans for services, staff, and funding sources.*
3. Title VI American Indian student eligibility documentation	*My district, school, or tribe has staff assigned to provide Title VI American Indian student eligibility certification documents in all registration packets of self-identified American Indian students at the start of the year. Staff provides information to parents through a variety of means (e.g., e-mails, newsletters, phone calls, district website postings, and community meetings) about the importance of document completion and follows up with individual parents.*	*We provide eligibility certification documents in registration packets and provide additional information about the importance of completing the documents but we do not follow up with individual parents.*	*We provide eligibility certification documents in registration packets but we do not provide additional information through a variety of means about the importance of document completion and we do not provide individual follow-up with parents.*	*We do not yet provide eligibility certification documents but have a plan to do so; or, we provide eligibility certification documents in registration packets but not at all schools in the district, or not consistently.*	*We do not provide eligibility certification documents and do not have a plan to do so.*

II. Funding and Support: Federal and State

Indicator	Full Implementation 4	Partial Implementation 3	Initial Implementation 2	Planning 1	No Implementation 0
4. Application for federal Title VI funds	*My district, school, or tribe places eligibility enrollment forms for federal Title VI (ED 506) in new-student enrollment packets and has an assigned person responsible for coordinating these efforts. We complete a federal Title VI application annually, and are implementing and following our plan each year.*	*We are implementing and following our Title VI work plan.*	*We have applied for Title VI funds and are starting our planning and programming.*	*We are planning to apply for annual federal Title VI funds but have not yet done so.*	*We have not considered applying for annual federal Title VI funds.*
5. Requirements for Johnson O'Malley (JOM) program	*My district has a JOM program, and we have a designated person who ensures we meet the additional Indian Education Committee (IEC) requirements, complete an annual plan and budget, and spend funds appropriately and in ways that promote health and achievement for our American Indian students, their parents, and our communities. We place JOM eligibility enrollment forms (if my school receives those funds) in new student enrollment packets.*	*We have a JOM program, complete an annual plan and budget, and spend funds appropriately. However, one or more of the following also is true of my district: (a) we were unaware of additional IEC requirements or don't meet them; (b) we don't always spend down JOM funds each year; or (c) we may have JOM-eligible students we are not capturing.*	*We applied for a JOM program but have yet to complete our first annual plan and budget.*	*We have begun investigating the different student eligibility requirements for JOM vs. Title VI funds, have begun developing a tracking system, are examining program requirements, and are considering applying for the program.*	*We do not have a JOM program and have not begun investigating student eligibility and program requirements.*
6. Federal Impact Aid application and consultation requirements	*My district, school, or tribe has an assigned person who completes and submits the application form for federal Impact Aid in a timely manner and adheres to the requirements documented in the Indian Policies and Procedures (IPPs).We use a portion of Impact Aid funds to help support Indian education programs. We work closely with the tribal enrollment and realty offices to identify all "federally connected children," which includes those living on Indian lands, those whose parents work on Indian lands, those in HUD housing, and those with disabilities, so we do not miss eligible children who should be counted.*	*We complete and submit applications but do not regularly do one or more of the following: (a) meet all the requirements documented in the IPPs; (b) use a portion of the Impact Aid funds to support Indian education programs; or (c) work closely with the tribal enrollment and realty offices to identify all "federal connected children" (thereby potentially missing eligible children who should be counted).*	*We have begun the initial application form process. We have reached out to nearby tribal governments to schedule a meeting to discuss an initial budget proposal. We have reviewed the requirements in the IPPs for consultation with the community and American Indian parents and have begun scheduling those meetings.*	*We are considering applying or have a plan to apply for federal Impact Aid but have not yet done so.*	*We do not apply for federal Impact Aid, and therefore do not adhere to the IPP requirements.*

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7. Completion and submission of Minnesota American Indian Education Program annual plan	*My district, school, or tribe reviews and updates annual goals for each of the five World's Best Workforce goal areas on our Indian Education Program Plan (IEPP) with our AIPAC American Indian Parent Advisory Committee (AIPAC) and discusses appropriate strategies. All necessary paperwork for Minnesota Formula Aid is completed on an annual basis by knowledgeable staff and submitted to the Minnesota Department of Education (MDE) by deadlines.*	*We have collaborated and have had input and feedback with our AIPAC to start implementing our Indian Education Program Plan.*	*We have completed our annual program plan for Minnesota Formula Aid but either our AIPAC does not have the required membership, or we did not meet with them in the development of the goals, strategies, or budget.*	*We partially completed our annual program plan for Minnesota Formula Aid to support American Indian education; OR, completed our plan but didn't submit on time, or plan wasn't completed by staff who are fully knowledgeable about best practices in Indian education.*	*We qualify for Minnesota Formula Aid funds to support American Indian education, but we have not completed or submitted our annual program plan.*

IIIA. Educator Effectiveness: Recruitment and Retention

Indicator	Full Implementation 4	Partial Implementation 3	Initial Implementation 2	Planning 1	No Implementation 0
8. American Indian administrator and staff representation	*My district, school, or tribe collects and analyzes data on proportion of staff that are members of the tribes of the American Indian students in the district or school. My district or school employs American Indian staff at a rate proportionate to the American Indian student population (for example if 10 percent of students are American Indian, close to 10 percent of staff are American Indian) and this is true across three roles (administrators, teachers, and paraprofessionals), and follows legislation to pay them at the same rates as their peers.*	*We have close to proportionate representation but not across all three roles.*	*Representation is lower than proportional but is increasing each year, and we have strategies in place to continue increasing.*	*Representation is lower than proportional and we have a plan to hire more American Indian staff.*	*Representation is lower than proportional and we do not have a plan to hire more American Indian staff.*
9. American Indian teacher recruitment Minnesota Statutes 124D.77	*My district, school, or tribe actively recruits teacher applicants who are American Indian from the time it is reasonably expected that a position will become available, with ongoing, multiyear efforts, including these main three initiatives:* *1. Community outreach (e.g., through listservs, American Indian community organizations, tribal employment offices)* *2. Partnering with local colleges to encourage American Indian enrollment in teaching programs* *3. Partnering with funding agencies that provide scholarships to American Indian preservice teachers*	*We have a formal recruitment plan including the three main initiatives and have implemented more than half of the activities, but efforts are not yet ongoing or multiyear.*	*We have a formal recruitment plan but activities are sporadic with fewer than half of planned activities implemented.*	*We have plans to recruit American Indian teachers with all three main initiatives, although we have not yet implemented any.*	*We do not actively recruit American Indian teachers (although we may be exploring options for recruiting American Indian teachers).*

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10. Community coordinators or Indian home-school liaisons Minnesota Statutes 124D.76	*My district, school, or tribe has a staff member (e.g., community coordinator or Indian home-school liaison) who regularly communicates with all families of children enrolled in our American Indian education program – through phone calls, letters, community or home visits, or other means of parent contact – to convey information about the program and promote understanding and cooperation between my district, school, or tribe and families and the community.*	*Due to lack of resources, our designated staff member (e.g., coordinator or liaison) regularly communicates with or visits only some of the families of children who are enrolled in the AIE program.*	*We recently hired a designated coordinator or liaison and have a communication and home visit plan, but they have not yet begun visiting the families of children enrolled in the AIE program.*	*We have a plan to hire a designated staff member to conduct home visits or communicate with families of children enrolled in the AIE program, and a communication and home-visit plan they will implement upon hire.*	*We do not have a coordinator or liaison and do not have plans to hire one.*
11. Licenses for American Indian language and culture education teachers Minnesota Statutes 124D.75	*My district, school, or tribe actively engages in numerous successful recruitment and retention efforts (e.g., fostering and maintaining robust partnerships with preservice teaching programs, tribal communities, and grow-your-own programs; career pathways, teacher leadership programs) to hire and retain licensed American Indian staff. My district, school, or tribe regularly advertises opportunities for current Indian educators to obtain licensure and many staff use this opportunity to advance their careers. We are aware of the Minnesota Indian Teacher Training Program (MITTP).*	*We have success hiring licensed American Indian staff but may have difficulty with retention or recruiting licensed teachers. We support current American Indian educators in obtaining licensure, and one or more staff has taken advantage of this opportunity.*	*We have begun implementing a plan to hire licensed American Indian staff, but it has had limited results. We recently implemented a system to support current Indian education teachers and staff in obtaining licensure, and one or more staff are taking advantage of this opportunity.*	*We have a plan to begin supporting current Indian education teachers and staff in obtaining licensure and to hire American Indian staff.*	*We are not making efforts to hire American Indian staff and we do not have a system to actively support current Indian education teachers and staff in obtaining licensure.*

IIIB. Educator Effectiveness: Collaboration, Communication, and Professional Development

Indicator	Full Implementation 4	Partial Implementation 3	Initial Implementation 2	Planning 1	No Implementation 0
12. Collaboration with tribes and AI community agencies to identify policies/practices impacting AI students' performance/attendance	*My district, school, or tribe regularly collaborates with local American Indian tribe(s) and/or American Indian community agencies in a meaningful and timely manner to identify tribal policies or cultural practices that affect American Indian student school performance, especially attendance.*	*We have collaborated with tribal members or agencies to identify factors that impact AI student attendance and performance, but this is not done annually and the information isn't consistently used.*	*We have engaged tribal members or agencies in discussions regarding factors impacting AI student attendance and performance but these conversations are not asset-based discussions.*	*We are beginning to collaborate to identify these policies and practices or have a plan in place to do so.*	*We do not collaborate with local tribes or AI community agencies to identify policies or practices that affect AI student school performance and attendance.*
13. Staff awareness of policies or practices that impact AI student performance and attendance	*In my district, school, or tribe, **nearly all staff** are aware of tribal policies or cultural practices that affect American Indian student school performance, especially attendance, through systematic communication efforts (including new teacher onboarding processes).*	***More than half of our district or school staff** are aware of tribal policies and/or cultural practices that affect AI student performance, especially attendance.*	*F**ewer than half of our district or school staff are aware** of tribal policies or cultural practices that affect AI student performance.*	*We are beginning to collaborate to identify policies and practices that affect AI student performance and have a plan to communicate these policies/practices to all staff.*	*Most staff are not aware of these policies and practices and no plan is in place to increase awareness, (but may be exploring options to develop such a plan).*
14. Formal support for tribal policies or cultural practices	*My district, school, or tribe has deliberate formal procedures in place for tribal policies or cultural practices that affect American Indian student school performance, including formal processes to reintegrate students who have missed school to participate in cultural events (e.g., funeral leave, eagle feather at graduation), which **nearly all staff understand and adhere to.**.*	*We have these supports in place, and **more than half of staff participate** in cultural practices and are aware of tribal policies.*	*We have these supports in place, but **most staff do not participate** in cultural practices and are aware of tribal policies.*	*We have a plan to implement these supports.*	*We do not have plans to put these supports in place (but may be exploring options to do so).*
15. Staff awareness of tribal services available to American Indian students	*My district, school, or tribe has collaborated with local American Indian tribe(s) or American Indian community agencies to identify specific services (e.g., mental health, human services, etc.) available to American Indian students, and **nearly all staff are aware** of them through systematic communication efforts (including new-teacher onboarding processes).*	*We have collaborated to identify these American Indian agencies and services, and **more than half of staff are aware** of them.*	*We have collaborated to identify these American Indian agencies and services, but **most staff are not yet aware** of them.*	*We are beginning to collaborate to identify these American Indian agencies and services, and have a plan to communicate these policies/practices to all staff.*	*Most staff are not aware of these American Indian agencies and services and we have no communication plan in place to increase awareness, (but may be exploring options to develop such a plan).*

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16. AI Cultural Training for staff	*My district, school, or tribe offers regular trainings for staff on working with American Indian students and understanding American Indian culture, and **all staff have participated.***	*We offer regular trainings for staff on working with American Indian students and understanding American Indian culture, and **more than half of staff have participated**.*	*We have begun offering regular trainings for staff on working with American Indian students and understanding American Indian culture, but **most staff have not yet participated**.*	*We have a plan to offer regular trainings for staff on working with American Indian students and understanding American Indian culture.*	*We do not have plans to offer regular trainings for staff on working with American Indian students and understanding American Indian culture, (but may be exploring options to do so).*
17. Joint meetings for students transitioning between schools	*Teachers and administrators in my district, school, or tribe have met with AIE staff at feeder schools/programs (schools/programs from which students are transitioning) and systematically collect information that is valuable to serve transitioning/matriculating American Indian students (e.g. add example of valuable information).*	*These meetings occur occasionally but not for all AI students who are transitioning, and/or the information exchanged is not systematic (consistent across schools, students and meetings).*	*These meetings have begun to occur, but few staff have participated, and protocols either haven't been established or are not followed.*	*We have developed a plan to set up these meetings, including protocols for the types of information that should be exchanged.*	*We do not have plans for these meetings (but may be exploring opportunities to do so).*

IVA. Culture: American Indian Parent Advisory Committee

Indicator	Full Implementation 4	Partial Implementation 3	Initial Implementation 2	Planning 1	No Implementation 0
18. American Indian education parent advisory committee (AIPAC) Minnesota Statutes 124D.78	*My board, school, or tribe's AIPAC meets regularly and has representation from all required members of the Committee (half or more of which must be parents of students enrolled in the AI program) and additional invited members. We include the AIPAC in the development of the World's Best Workforce plan which makes recommendations to the school board regarding rigorous academic standards, and student achievement goals and measures.* *Our district curriculum advisory committee has discussed AIPAC has developed recommendations in consultation with the district curriculum advisory committee on issues concerning all aspects of American Indian education and the educational needs of American Indian children. American Indian parents and the AIPAC are regularly involved in and consulted with regarding the planning, operation, and evaluation of American Indian programs for their children, who are served by these programs.*	*My board, school, or tribe has a fully representative AIPAC, and the district curriculum advisory committee consults with it to plan, operate, and evaluate education programs, but only sporadically or for certain types of programs and support services.*	*My board, school, or tribe has established an AIPAC, but it does not yet meet regularly, and is not comprised of the necessary members. The AIPAC isn't consistently consulted in the development of the World's Best Workforce Plan, or engaged by the district curriculum advisory committee. My board, school, or tribe doesn't consistently meet with parents of American Indian students and/or the AIPAC regarding the planning, operation and evaluation of American Indian programs.*	*My board, school, or tribe has a written plan for implementing an AIPAC, including plans for how the district curriculum advisory committee will consult with the AIPAC to plan, operate, and evaluate all education programs and support services.*	*My board, tribe, or American Indian (AI) school does not have an AIPAC or a plan to create one, but may be exploring opportunities to do so. Note: If a team whose membership consists of a majority of parents of AI children has already been established according to federal, tribal, or other state law (like a Title VI committee), that team may serve as the AIPAC without duplication.*

IVB. Culture: Tribal Relations and Engagement of Parents, Families, and Communities

Indicator	Full Implementation 4	Partial Implementation 3	Initial Implementation 2	Planning 1	No Implementation 0
19. Community involvement in culturally relevant programs	My district, school, or tribe offers regularly scheduled culturally relevant school programs, such as storytelling, American Indian language tables, and powwows aimed at increasing community involvement which are well attended by members of American Indian communities.	We offer these programs frequently but they are not yet well established and community involvement is sparse or sporadic.	We have begun offering these programs, but they are not yet well established (are infrequent or irregular).	We have a plan to begin offering these kinds of programs.	We do not offer these kinds of programs (but may be exploring options to do so).
20. Tribal leaders, elders, community representatives, and parents are on campus	My district, school, or tribe offers planned events, classes, and services and has worked to create a welcoming environment for informal visits, and American Indian community representatives (e.g. tribal leaders, elders), and/or parents regularly visit campus.	We have invited Tribal leaders, community representatives, and parents to campus and have had small successes.	We have planned events, classes, and services and offer a welcoming environment for informal visits, but it is still rare for American Indian community representatives (e.g., tribal leaders, elders), or parents to visit campus.	We have a plan to increase the presence of tribal leaders, elders, and parents on campus through planned offerings and a more welcoming environment for informal visits.	We have no plans to increase involvement through planned offerings and a more welcoming environment (although we may be exploring options to do so).
21. Training/learning opportunities for family members of American Indian students	My district, school, or tribe offers regular learning opportunities for family members of American Indian students. We consult with American Indian community representatives (e.g., parents, tribal leaders, elders, and other community members) to ensure trainings are helpful, relevant, and asset-based, and most evaluations indicate participants believe these three outcomes are met.	We offer these trainings regularly, but many evaluations indicate trainings are not helpful, relevant, or asset-based.	We have begun offering these trainings but do not yet collect evaluations.	We have a plan to offer these trainings and have consulted with tribal leaders and other community members to help ensure trainings are helpful, relevant, and asset-based.	We do not offer these kinds of trainings (although we are exploring options to do so).
22. District and school staff attendance at local community events & engagement with tribal community organizations	My district, school, or tribe encourages administrators and staff to develop and sustain collaborative relationships with local tribal leaders and/or American Indian community organizations and if invited, attend local community events such as community feasts, powwows, and student celebration events. More than half of the staff/leadership have developed a relationship(s) such that they have been invited, welcomed, and have participated in one or more local community events.	We encourage the development of these kinds of relationships and several staff have been involved in outreach and collaborative efforts with local tribal leaders and/or American Indian community organization and are in the process of building trusting, collaborative relationships with these partners.	We have begun implementation of a plan to encourage such engagement and collaboration from our school or district leaders and staff and a few have occurred.	We are collaborating with tribal leaders or tribal members and/or American Indian community organizations to discuss opportunities for collaboration between staff and members.	Our staff do not have relationships with local tribal leaders and/or American Indian community organizations and do not attend local community events in support of their American Indian students. However, we may be exploring opportunities to encourage such actions.

V. Student Learning: Curriculum and Instruction

Indicator	Full Implementation 4	Partial Implementation 3	Initial Implementation 2	Planning 1	No Implementation 0
23. Current, grade-appropriate AI materials and content	*My district, school, or tribe has current, grade-appropriate, culturally-appropriate, and historically accurate American Indian materials or content, representative of local tribal communities which are in all media centers, libraries, and classrooms, and available to all students.*	*We have current, grade-appropriate, culturally-appropriate, and historically accurate American Indian materials or content, representative of local tribal communities in most media centers, libraries, or classrooms but are not yet available to all students.*	*We have begun acquiring current, grade-appropriate, culturally-appropriate, and historically accurate American Indian materials or content, representative of local tribal communities, but they are not available to most students.*	*We have a plan and budget for acquiring current, grade-appropriate, culturally-appropriate, and historically accurate American Indian materials or content, representative of local tribal communities and for making them available throughout schools.*	*We do not have a plan or budget in place for acquiring these kinds of materials (but may be exploring options to do so).*
24. Review process for cultural relevance, accuracy, and absence of bias in AI curricula	*My district, school, or tribe has a standing curriculum adoption/approval committee or board that regularly reviews new and existing curricula and instructional materials for (1) cultural relevance, (2) accuracy, and (3) absence of bias in relation to American Indians and quickly adopts materials that receive the highest scores in these categories.*	*We have a committee and process in place for culturally relevant, accurate, and non-biased curricula review, however, reviews are sporadic, and materials adoption may be delayed several months.*	*We have begun training staff on culturally relevant, accurate, and non-biased curricula review. The staff goal is to only adopt materials that receive the highest scores in these categories.*	*We have a plan to train staff on culturally relevant, accurate, and non-biased curricula review. Rubrics for these three categorical areas have not yet been created.*	*We do not have a system in place to do this kind of review (although we may be exploring options for conducting such reviews).*
25. American Indian curriculum alignment and implementation fidelity	*My district, school, or tribe has completed an alignment between our American Indian curriculum and the Minnesota Social Studies standards. We have a robust professional development system that supports consistent implementation of the curriculum across teachers and buildings. We have invested in complete sets of instructional materials to support full implementation by all staff.*	*We have completed an alignment between our American Indian curriculum and the Minnesota Social Studies standards. However, implementation of the curriculum is inconsistent across teachers and buildings, and/or we do not have sufficient instructional materials to support full implementation by all staff.*	*We have begun an alignment between our American Indian curriculum and the Minnesota Social Studies standards, but have not yet completed this work.*	*We have a plan to for an alignment between our American Indian curriculum and the Minnesota Social Studies standards.*	*We do not have a plan in place to conduct this alignment (although we may be exploring options for conducting such an alignment).*

Indicator	Full Implementation 4	Partial Implementation 3	Initial Implementation 2	Planning 1	No Implementation 0
26. American Indian content integrated into curriculum and instruction across all grades and subjects	For two or more years, my district, school, or tribe has collaborated with the AIPAC and tribal leaders to explicitly and meaningfully integrate American Indian content into curriculum and instruction across all grades and subjects. We may collaborate with local colleges to prepare preservice teachers to integrate this content. *Review:* MDE Academic Standards (K-12)	We have completed this integration for either a) fewer than two years, b) for some grades or subjects but not others, or c) without consultation with the AIPAC or tribal leaders.	We have begun to integrate AI content into curriculum and instruction, but integration is voluntary and teacher-dependent, with little integration in some grades or subjects.	We have plans to integrate AI content into curriculum and instruction in some subjects and/or grades and may be collaborating with tribal leaders or MDE to plan for this integration.	We are not planning for this integration, (although we may be exploring options to do so).
27. American Indian language/ culture classes	In collaboration with American Indian community organizations such as Tribal colleges, state colleges and universities, or licensed native language instructors, my district, school, or tribe offers American Indian language/culture classes to all interested students, across multiple years. Students regularly meet applicable learning standards, achieve applicable certificates, and other benefits such as concurrent enrollment, college credits, and bilingual seals on their graduation diplomas. *Review:* MDE World Languages	We have collaborated with tribal leaders and offer American Indian language/culture classes to most interested students, but the classes are not yet offered across multiple years and do not help students meet applicable learning standards or achieve applicable certificates.	In collaboration with tribal leaders, we have begun offering American Indian language/culture classes.	We are collaborating with tribal leaders and plan to offer American Indian language/culture classes, including who will administer and staff the program, funding sources, classroom space, and any applicable learning goals and standards.	We do not offer or facilitate American Indian language or culture classes (although we may be exploring options to implement such classes).

VI. Data-Based Decision Making

Indicator	Full Implementation 4	Partial Implementation 3	Initial Implementation 2	Planning 1	No Implementation 0
28. Monitoring American Indian student satisfaction rates	*My district, school, or tribe has collected American Indian student satisfaction data regarding classes, culture, and leadership using a centralized, formalized process for more than two years, and uses the results to increase opportunities for student choice and involvement in decision making, as well as to make specific changes in policy, programs and practice in response to student feedback where practicable, fiscally feasible, and in the best interests of the school community.*	*We collect American Indian student satisfaction data using a centralized, formalized process, but not annually or results are not consistently used to make changes in response to student feedback.*	*We collect American Indian student satisfaction data, but not using a centralized, formalized process. Data analysis is not directly tied to decision making about program or strategy implementation.*	*We have a plan to implement a formal process for collecting and analyzing American Indian student satisfaction data across programs, classes, and services.*	*We do not currently have a process to collect this kind of data, or do not compare these data for American Indian students (although we may be exploring options to do so).*
29. Special education eligibility and placement for American Indian students MDE Disproportionality Resources	*My district, school, or tribe analyzes special education eligibility and placement rate data disaggregated by race on an annual basis and acknowledges that American Indian students are over- or under-represented compared to other subgroups, and we have developed strategies to understand and address this over/under representation.*	*We have analyzed special education eligibility and placement rates to determine when American Indian students are over- or under-represented compared with other subgroups, but this task is not done annually, and/or current data collection and analysis efforts are not centralized or formalized.*	*We have begun collecting special education eligibility data by race, but leaders or staff may have some concerns about accuracy of the data collected or reported or appropriateness and accuracy of our formula for determining over- or under-representation.*	*We are investigating mechanisms by which leaders and staff can access disaggregated data to compare special education identification and placement rates of American Indian students compared with other subgroups.*	*We do not analyze data on special education eligibility and placement rates comparing American Indian students with other subgroups.*
30. American Indian student dropout rates	*My district, school, or tribe annually accesses dropout rate data disaggregated by race to analyze dropout rates of American Indian students compared with other subgroups and shares this information with the AIPAC and local American Indian Tribe(s), and/or American Indian community agencies to design and implement dropout prevention programs and strategies.*	*We have analyzed dropout rates of American Indian students compared with other subgroups, but this task is not done annually or results are not consistently used to design new programs or improve existing programs and strategies. We do not consistently involve the AIPAC and local tribes or American Indian community agencies in the process.*	*We collect dropout rate data by race, but current data collection and analysis efforts are not centralized or formalized, and leaders or staff may have some concerns about accuracy of the data collected or reported. Data analysis is not directly tied to decision making about policy or practice.*	*We are investigating mechanisms by which leaders and staff can access disaggregated data to analyze dropout rates of American Indian students compared with other subgroups.*	*We do not analyze data on dropout rates comparing American Indian students with other subgroups.*

Indicator	Full Implementation 4	Partial Implementation 3	Initial Implementation 2	Planning 1	No Implementation 0
31. American Indian student discipline (suspension and expulsion) rates	*My district, school, or tribe accesses suspension and expulsion rate data disaggregated by race regularly to analyze suspension and expulsion rates of American Indian students compared with other subgroups. We share this information with the AIPAC and local American Indian tribes or American Indian community agencies to examine or refine behavior management policies and practices, culturally responsive practices, and professional development for leaders and staff.*	*We **have analyzed** suspension and expulsion rates of American Indian students compared with other subgroups, but this task is not done annually or results are not consistently used to examine or refine behavior management policies and practices, culturally responsive practices, or professional development offerings. We do not consistently involve the AIPAC and local tribes or American Indian community agencies in this process.*	*We **collect** discipline rate data by race, but current data collection and analysis efforts are not centralized or formalized, and leaders or staff may have some concerns about accuracy of the data collected or reported. Data analysis is not directly tied to decision making about policy or practice.*	*We are investigating mechanisms by which leaders and staff can access disaggregated data to analyze suspension and expulsion rates of American Indian students compared with other subgroups.*	*We do not analyze data on suspension and expulsion rates comparing American Indian students with other subgroups.*
32. American Indian student attendance rates	*My district, school, or tribe regularly accesses attendance rate data disaggregated by race to analyze attendance rates of American Indian students compared with other subgroups and shares this information with the AIPAC and local American Indian tribes, and/or American Indian community agencies to design and implement programs and strategies to increase attendance rates of American Indian students.*	*We have analyzed attendance rates of American Indian students compared with other subgroups, but this task either is not done annually, **or** results are not consistently used to design new programs or improve existing programs and strategies. We do not consistently involve the AIPAC and local tribes or American Indian community agencies in the process.*	*We have begun examining attendance rate data by race, but current data collection and analysis efforts are not centralized or formalized. Leaders or staff may have some concerns about accuracy or reliability of data collected or reported which reduces confidence in data-based programmatic decisions.*	*We are investigating mechanisms by which leaders and staff can access disaggregated data to analyze attendance rates of American Indian students compared with other subgroups.*	*We do not analyze data on attendance rates comparing American Indian students with other subgroups.*
33. American Indian student graduation rates	*My district, school, or tribe accesses graduation rate data disaggregated by race to analyze graduation rates of American Indian students compared with other subgroups and shares this information with the AIPAC, local American Indian Tribes, and/or American Indian community agencies to design and implement programs and strategies to keep students in school and increase graduation rates.*	*We have analyzed graduation rates of American Indian students compared with other subgroups, but one of the following is also true: a) this task is not done annually, b) this information is not always shared with AI parents, tribes, or community agencies, or c) results are not consistently used to design new programs or improve existing programs and strategies*	*We have begun examining graduation rate data by race, but current data collection and analysis efforts are not centralized or formalized. Leaders or staff may have some concerns about accuracy or reliability of data collected or reported which reduces confidence in data-based programmatic decisions.*	*We are investigating mechanisms by which leaders and staff can access disaggregated data to analyze graduation rates of American Indian students compared with other subgroups.*	*We do not analyze data on graduation rates comparing American Indian students with other subgroups.*