ARISE

Anchorage Realizing Indigenous Student Excellence

2014 BASELINE REPORT

CRADLE TO COMMUNITY SUCCESS: CREATING A PATH FORWARD

ARISE

MISSION

From cradle to community, every Alaska Native child leads a healthy and empowered life with access to unlimited opportunities.

GOALS

All Alaska Native children are empowered and nurtured to:

- Make successful academic transitions
- Achieve emotional, social and physical well-being
- Know who they are, their heritage and culture, and their role in the community

LEADERSHIP COUNCIL

Alaska Native Elders

CITC Johnson-O'Malley Native Education Committee

Cook Inlet Tribal Council (CITC)

Alaska Community Foundation

Alaska Native Heritage Center

Anchorage Public Library

Anchorage School Board

Anchorage School District (ASD)

- Administration
- Title VII
- Alaska Native Cultural Charter School

Best Beginnings

Cook Inlet Native Head Start

First Alaskans Institute

Individual community members

Southcentral Foundation RAISE Program

The CIRI Foundation

thread

United Way of Anchorage

University of Alaska Anchorage Center for Community Engagement & Learning

University of Alaska Anchorage Center for Alaska Education Policy Research

LETTER FROM GLORIA O'NEILL
PRESIDENT & CEO, COOK INLET TRIBAL COUNCIL

"Time is running by us on our children's feet."
— Clare Swan, Chair, CITC Board of Directors

In just two generations, Alaska Native people have given new meaning to the phrase "self-determination," as our leaders revolutionized the political, economic, health, and social service landscapes in Alaska. By uniting, facing challenges head-on, and innovating, they demonstrated that when we come together, we can do anything. Our leaders' innovations shaped the world we live in today.

Education is an Alaska Native value. We teach our children experientially and transfer knowledge from one generation to the next. Formal education was introduced to assimilate and integrate our children into mainstream culture. Our resilience has been tested by historical events and assimilationist policies, yet we are still here. The future will bring more complex and daunting challenges. Only one thing will ensure our continued survival: **our children**.

Today, our challenge is to prepare students for success in an increasingly technological, global and complex world, and to do it in a way that supports and strengthens them as Alaska Native people. Meeting this challenge requires a better marriage between traditional and formal education, and accountability for better outcomes for our students. To ensure our students' futures, and our own, we as leaders and parents must engage with our children around their education, encourage their creativity and curiosity, cultivate their love of learning, and promote our cultures and languages. Our schools must do the same.

As parents, educators, and a community, we have the opportunity and responsibility to give children and youth the best possible start in life. We also have the power to engage in an equal partnership with our school district and community leaders to develop schools and classrooms that nurture our children and encourage our youth to be proud of who they are.

Anchorage Realizing Indigenous Student Excellence—ARISE—is exactly the kind of partnership that can help us turn this vision into reality.

Alaska Native leaders have demonstrated that when we unite behind what we believe in, we can achieve great things, and when we work to create a better future, we create opportunities for everyone. When we strengthen our schools for Alaska Native students, we improve educational outcomes for all children.

Their future is in our hands, as our future is in theirs—let us begin.

Our Approach

ANCHORAGE REALIZING INDIGENOUS STUDENT EXCELLENCE (ARISE) is a partnership of people and organizations in Anchorage who are dedicated to ensuring that "From cradle to community, every Alaska Native child leads a healthy and empowered life with access to unlimited opportunities."

ARISE is utilizing a collective impact model to reach our goals. Collective impact is a type of collaboration that requires partners to engage together to set a common agenda, learn about entrenched challenges in systems, and commit to aligning data collection, resources and programs so our activities target the same goals.

Successful collective impact initiatives are supported by an entity that assumes the job of keeping progress moving. Cook Inlet Tribal Council (CITC) convened the original stakeholder meeting in 2012 that resulted in this partnership, and has taken on this responsibility for ARISE. CITC employs the ARISE staff, hosts meetings, serves as the fiscal agent, and otherwise serves as the hub organization of the ARISE partnership.

Collective impact relies on local data to teach us about the challenges we want to address and to guide our actions toward our goals. But data imperfectly represents minority communities. Historically, Alaska Native and American Indian people have been studied invasively. More often than not, studies were designed without our input, and the data was used in ways that defined us by our deficits and failed to acknowledge our strengths.

At the same time, data, despite its limitations, can also guide us to solutions for systemic challenges, and can provide important feedback on our own effectiveness.

When the ARISE leadership council developed its common agenda, we carefully selected three focus areas—academics, social and emotional well-being, and culture. The group then chose 12 outcomes for ARISE to work on affecting, and indicators for each outcome so we could track our progress. The leadership council has prioritized three outcomes that ARISE will work on first: Kindergarten readiness, school climates that support the success of Alaska Native and American Indian (AN/AI) students, and third-grade reading proficiency. Outcomes 9-12, and the corresponding indicators, are still being identified. *(see roadmap on page 6)*

These outcomes are measurable, important aspects of young peoples' education and development, and our choices are based on data that is readily available. At the same time, we acknowledge there are a lot of things happening in the lives of children and youth that are not measured by these outcomes, and for which there is no data currently available. By looking at the existing data around student experiences we, as a community, will unpack and explore the factors that support or undermine Alaska Native students' success. Our goal is to develop new solutions and research and policy agendas to address what we learn.

Ultimately, we want to do this so Anchorage can do more of what works, and less of what doesn't. We want to understand more about things that are important, yet hard to measure. Things like differences between boys' and girls' experiences in school; what happens during transitions from elementary to middle school and middle to high school; if students are getting into the right classes; how discipline is meted out to students; and the value of supportive teacher/student relationships. By delving deeply into the data about these outcomes, our expectation is that we will exponentially expand our knowledge about these other important aspects of students' complex lives. What we do with that understanding can help ensure our students' success throughout their entire lives—from cradle to community.

Our Partnership

ARISE HAS A SMALL STAFF AND A BIG MISSION. The partnership's work takes place at many different levels throughout a strong network of engagement. There are opportunities for participation throughout this partnership—for parents, families, educators, students, business, funders and organizations.

LEADERSHIP COUNCIL
ARISE's guiding body identifies strategic issues to be addressed to sustain progress, and recommends action to ARISE staff

EXECUTIVE COMMITTEE
A subset of leadership council members ensures strategic implementation of leadership council vision

STRATEGIC ACTION TEAMS (SAT)
Where the rubber meets the road. SAT members develop an action plan to improve a particular ARISE outcome, and commit one year to implementing the plan to achieve measurable improvement

ALLIES
Community members who are publicly committed to support and advocate for the work of ARISE

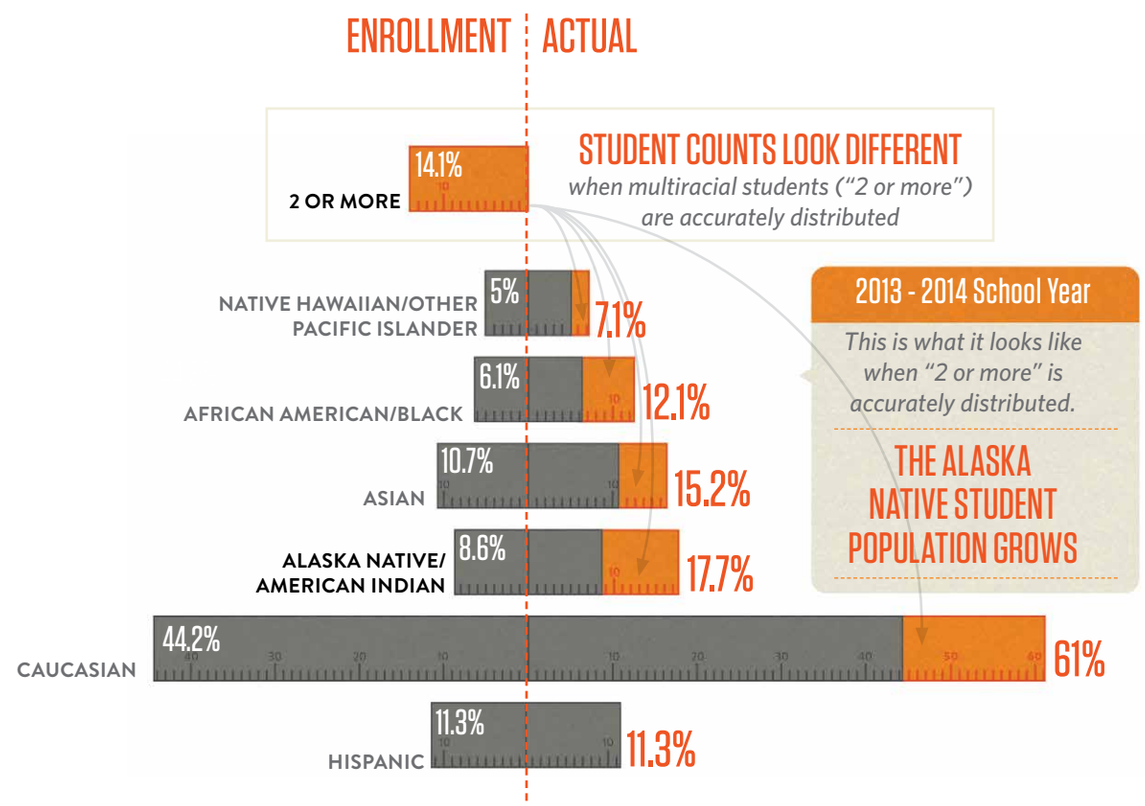
WORK GROUPS
Work groups provide specific support to the leadership council and strategic action teams. They form around specific topics and partnership needs such as data, development, and communications

How ARISE Counts Our Students

THE OFFICIAL DATA THE ANCHORAGE SCHOOL DISTRICT (ASD) is required to provide to the federal government places students reporting multiple racial identities into categories based on arbitrary protocols set by the U.S. Department of Education and the U.S. Census Bureau. These categories minimize the actual size of racial minority communities because they combine all multi-racial students into one category and count all students who report being part Latino only as Hispanic. For example, someone who is Alaska Native/American Indian (AN/AI) and Latino will be counted only as Hispanic. Someone who is Alaska Native and Hawaiian/Other Pacific Islander will be counted as multiracial or "2 or more races," but neither Alaska Native, nor Hawaiian/Other Pacific Islander.

To fully count our children, we can track all of the races and ethnicities with which students identify. While this creates an over-count, it gives a more accurate picture of the size of our communities than do the official government protocols.

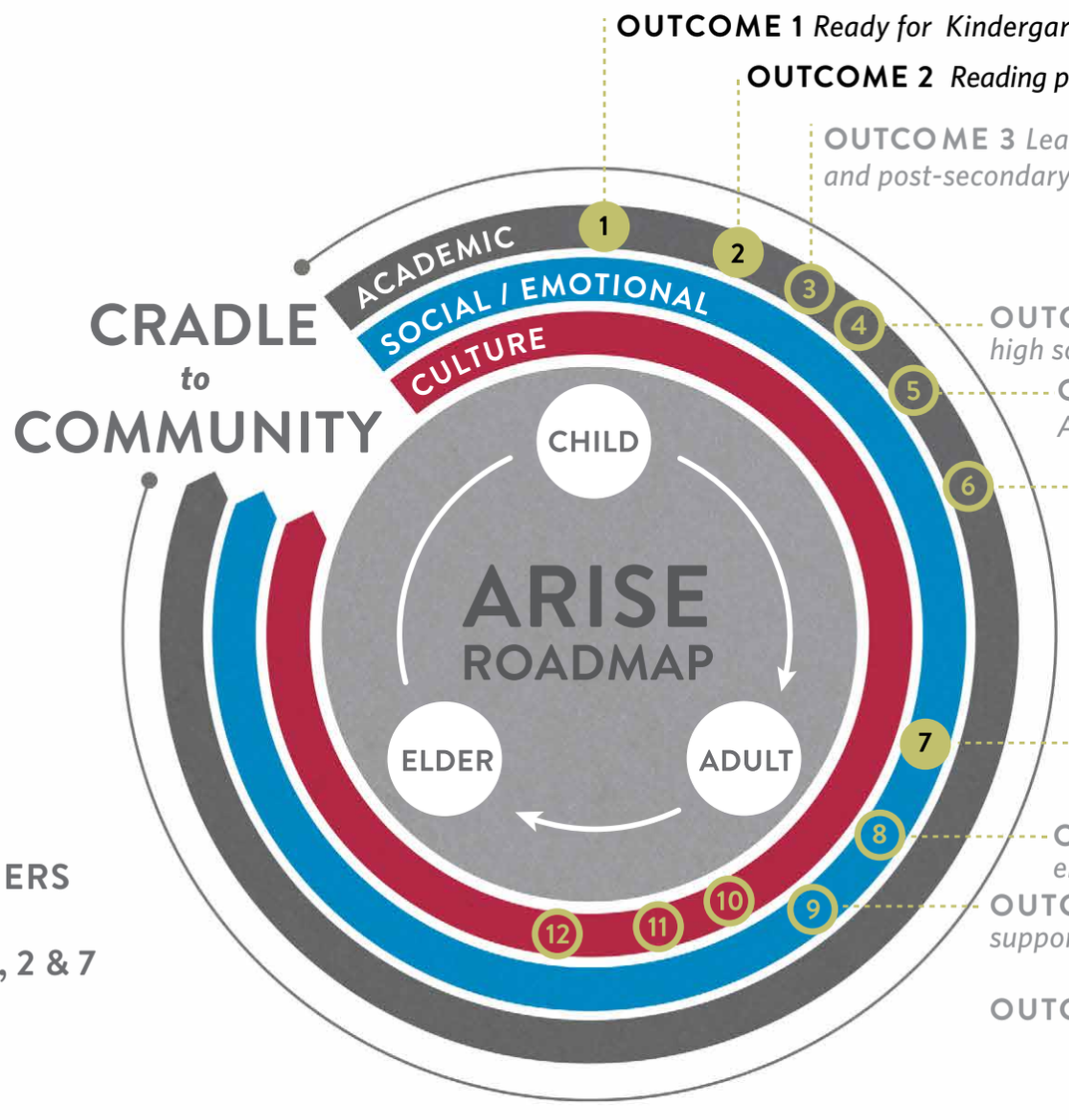
When Alaska Native/American Indian students are fully counted, their population among the students within the ASD more than doubles, growing from 4,127 to 8,538, and from 8.6 percent to 17.7 percent of the total student body.



Data—An Important Part of the Story

ARISE PARTNERS ARE COMMITTED to supporting sustained success for every Alaska Native student in Anchorage across their development—from learner to leader, toddler to elder. We want all children to have the opportunity to reach their full potential, because each individual's success is a collective gain.

An individual's journey from cradle to community includes crucial benchmarks, or outcomes, that can be measured by specific indicators. These indicators will help us follow the progress of Alaska Native children and guide our efforts to support their success.



OUTCOME 1 *Ready for Kindergarten*

OUTCOME 2 *Reading proficiently at end of third grade*

OUTCOME 3 *Leave eighth grade ready for high school and post-secondary math success*

OUTCOME 4 *Graduate from high school*

OUTCOME 5 *Attend school 90% of days enrolled*

OUTCOME 6 *Enroll in post-secondary training or education*

OUTCOME 7 *School climates that support AN/AI student success*

OUTCOME 8 *Demonstrate social and emotional learning skills*

OUTCOME 9 *Families and community support Alaska Native student success*

OUTCOME 10, 11 & 12 *Culture outcomes to be determined*

ARISE PARTNERS WILL TACKLE OUTCOMES 1, 2 & 7 IN 2015

This report represents our starting point. With the exception of the data for the post-secondary outcome *(outcome 6)*, the data represented in this baseline report is from the 2013-2014 school year. In addition, all data is calculated using the full population of Alaska Native and American Indian (AN/AI) students in the ASD.

The data ARISE collects on these indicators only tell part of the story. There is a lot more to each of the children and youth than the data presented here. The data also reflect how we, the adults in their lives and communities, have prepared or supported them, and how the systems that surround students have chosen to measure them, and how effectively the systems respond to students' needs.

ACADEMICS
OUTCOME 1

Alaska Native students will be prepared for Kindergarten

***Indicator:** The percentage of students prepared for Kindergarten, as demonstrated with an overall score of "2" on the Alaska Developmental Profile (ADP)**

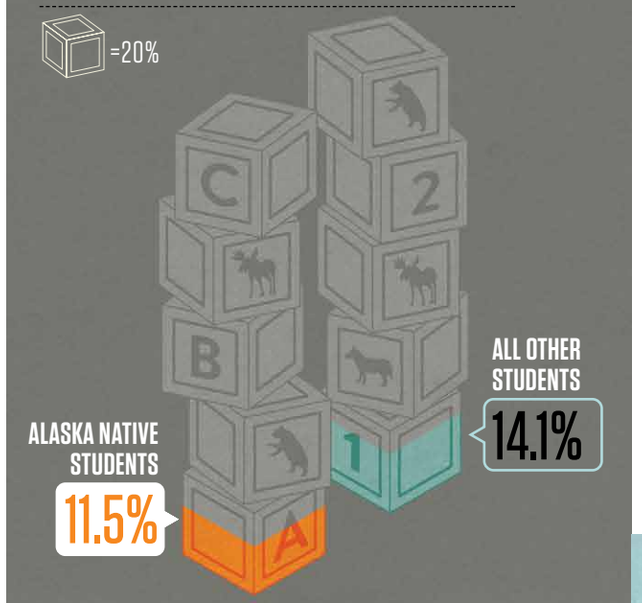
Children who are ready to learn at the start of Kindergarten will already have mastered a range of skills and abilities that are key building blocks for learning as they move through their education journey.

In Alaska, Kindergarten readiness is assessed by teacher observation using the Alaska Developmental Profile (ADP), an assessment tool developed by the State of Alaska. The ADP assesses students across five areas on a range of skills, including motor skills, how they behave and express themselves in different settings, how they approach challenges, and what they know about numbers and shapes, language, letters and communicating. There is a 3-point scale (0-2). Getting a "2" on the ADP is the highest score possible, and means a student "consistently demonstrates" a skill or behavior 80 percent of the time.

*This is a new way of looking at this data, as the ADP was originally developed to assess individual students, not to gather information on a group or population of students. Discussion is ongoing, and as more information about the use of the measurement becomes available, the required number of 2s and 1s on the ADP that indicate readiness for Kindergarten may be modified.

OUTCOME 1 INDICATOR

PREPARED FOR KINDERGARTEN in 2013 - 2014



Of Alaska Native Kindergarteners assessed during the 2013-2014 school year, 11.5 percent scored all 2s. This is a challenge encountered throughout the community as only 14.1 percent of all other (non-Native) Kindergarteners received all 2s.

ACADEMICS
OUTCOME 2

Alaska Native students will be reading proficiently at the end of third grade

***Indicator:** The percentage of Alaska Native students proficient in reading by the end of the third grade according to State of Alaska assessment results**

The State of Alaska student assessment tests are given in early April of each school year. Third grade is the first year students participate in these statewide assessments. One of the main reasons third-grade reading proficiency is so important, and that people hear about it a lot, is because after this point, students aren't just learning to read, they're reading in order to learn other subjects.

* The State of Alaska replaced the Standards Based Assessment (SBA) used from 2005-2014 with a new test called Alaska Measures of Progress (AMP). The AMP test will first be administered during the 2014-2015 school year. The data from 2013-2014 and 2014-2015 will not be comparable.

OUTCOME 2 INDICATOR

READING PROFICIENTLY AT THE END OF THIRD GRADE

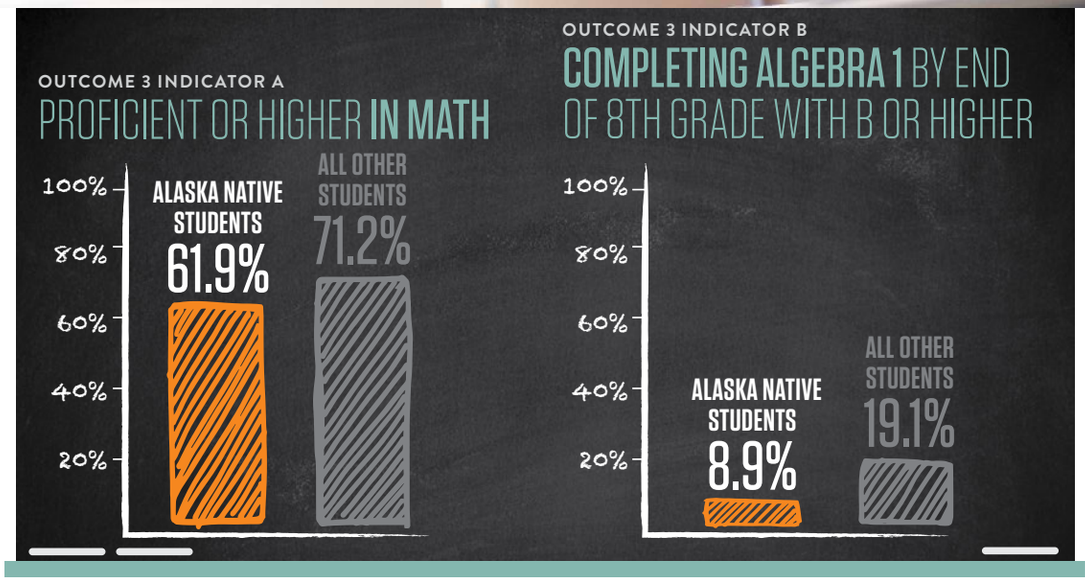
Of Alaska Native third-grade students who took the Alaska SBA in April of 2014, 79.2 percent scored "proficient." Of all other (non-Native) students, 88.2 percent scored "proficient." In this case, proficient means they read, and understand what they read, appropriate to their grade level. "Proficient" is level 3 on a 4-tier ranking scale.

ACADEMICS
OUTCOME 3

Alaska Native students leave middle school prepared for high school and post-secondary math success

***Indicator A:** Proficient or higher in math according to State of Alaska assessment results**
***Indicator B:** Completing Algebra I by the end of eighth grade with a B or higher*

High school mathematics achievement is a very strong predictor of high school and college success. Most schools offer students a progression up the ladder from Pre-Algebra, Algebra I, Algebra II and Geometry, to Trigonometry, Pre-Calculus and Calculus. The earlier a student begins heading up the ladder to more advanced math courses, the higher he or she will be able to climb.



*During the 2013-2014 school year, 61.9 percent of Alaska Native eighth graders and 71.2 percent of all other students scored "proficient" or higher on their SBA math scores.**

During the 2013-2014 school year, 8.9 percent of Alaska Native eighth grade students and 19.1 percent of non-Native eighth graders completed Algebra I with a grade of B or better.

* The State of Alaska replaced the Standards Based Assessment (SBA) used from 2005-2014 with a new test called Alaska Measures of Progress (AMP). The AMP test will first be administered during the 2014-2015 school year. The data from 2013-2014 and 2014-2015 will not be comparable.

ACADEMICS
OUTCOME 4

Alaska Native students graduate from high school

***Indicator A:** Graduate in four years*
***Indicator B:** Graduate in five years*

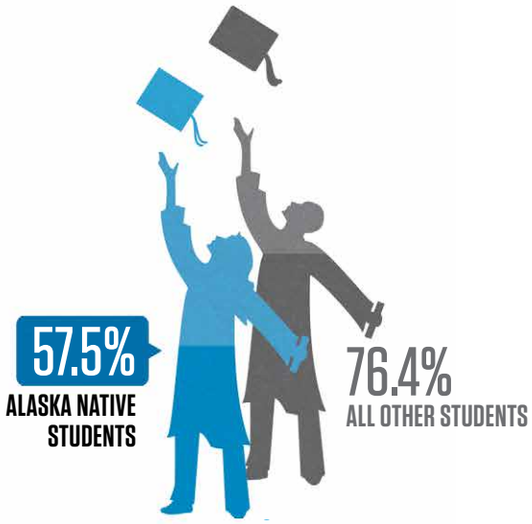
Graduating from high school is an accomplishment that generates benefits throughout a person's life. Graduation can predict higher wages and lifetime earning potential, and the likelihood that a student will go on to further education or training.

To calculate graduation rates, the ASD takes the number of students who graduate at the end of a given year, then divides it by the number of students that began ninth grade four (and five) years prior. Students that transfer in are added, and students that leave (for any reason) are subtracted. Due to the way this calculation is determined, it does not include students that exit the school system prior to entering the ninth grade.

A high school diploma is often one of the basic requirements for employment or post-secondary education and training programs. Our whole community is enriched when Alaska Native young people graduate from high school and make their way into the world where they can add individual and cultural perspective in their workplaces and schools.

OUTCOME 4 INDICATOR A

GRADUATE IN 4 YEARS



During the 2013-2014 school year, 57.5 percent of graduation-age Alaska Native students graduated within four years of starting high school, and 69.2 percent of students graduated within five years. For all other students, 76.4 percent graduated within four years, and 82.9 percent had graduated within five years of entering high school.

OUTCOME 4 INDICATOR B

GRADUATE IN 5 YEARS

ACADEMICS

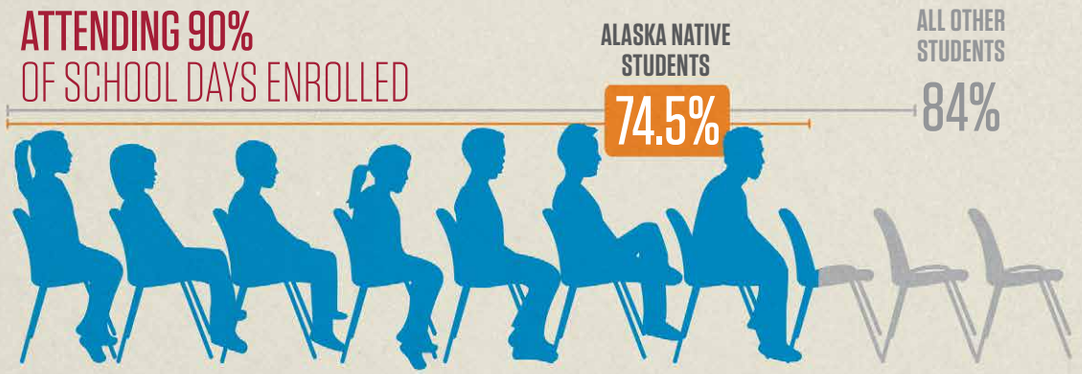
OUTCOME 5

Alaska Native students attend school

***Indicator:** The percentage of students who attend school 90 percent of the days they are enrolled*

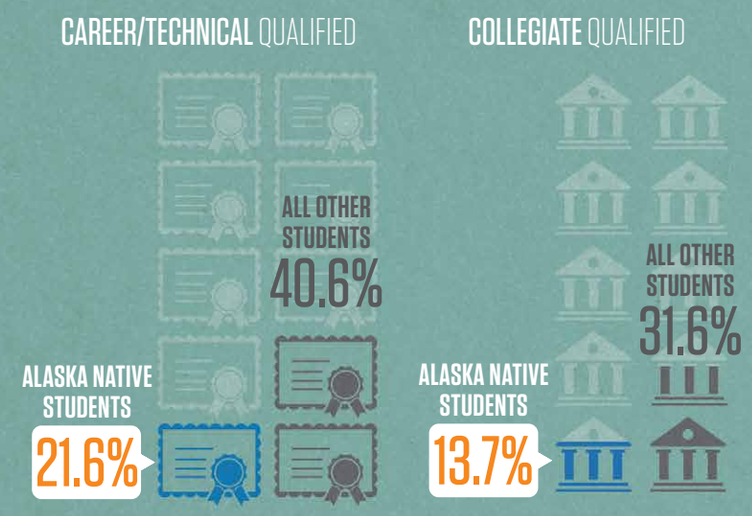
Students cannot benefit from school if they do not attend. In addition to impacting student learning and success, chronic absenteeism can sometimes signal that a student is experiencing challenges at school or at home.

OUTCOME 5 INDICATOR



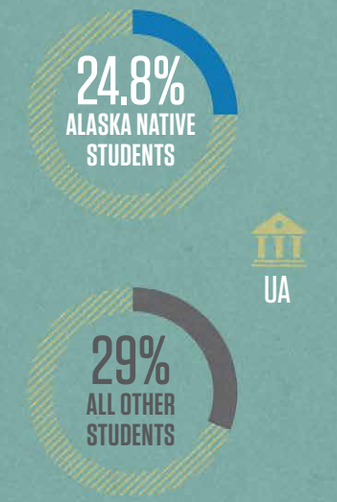
During the 2013-2014 school year, 74.5 percent of Alaska Native students in the ASD attended school at least 90 percent of the days they were enrolled. Among all other (non-Native) students, 84 percent of students attended at least 90 percent of days enrolled.

OUTCOME 6 INDICATOR A



During the 2012-2013 school year, 21.6 percent of eligible Alaska Native students in the ASD qualified for the career/technical APS and 13.7 percent qualified for the collegiate APS. In the same period, 40.6 percent of eligible non-Native students qualified for the career/technical APS and 31.6 percent qualified for the collegiate APS.

OUTCOME 6 INDICATOR B



During the 2012-2013 school year, 24.8 percent of Alaska Native graduates of the ASD and 29 percent of all other ASD graduates enrolled in the UA system the following year.

ACADEMICS

OUTCOME 6

Alaska Native students enroll in some form of post-secondary training or education

***Indicator A:** Percent of Alaska Native graduates of ASD who qualify for Alaska Performance Scholarship (APS)*
***Indicator B:** Percent of Alaska Native graduates enrolling in the UA system*
***Indicator C:** Percent of Alaska Native graduates enrolling in technical training – data to be collected*

The State of Alaska projects growth in well-paying jobs in Alaska for health care professionals, teachers, pilots, accountants, mechanics, and in construction. Nearly all the "top jobs" require post-secondary education and/or training. For interested Alaska Native students to capture these projected career opportunities, they'll need to earn post-secondary certificates or degrees. Qualifying for scholarships and enrolling in programs is a good start.

The Alaska Performance Scholarship (APS) is awarded to eligible high school students that qualify—meeting the grade point average (GPA) and SAT or ACT score requirements, and fulfilling certain course requirements. Awards are given at three tiers, and in two tracks—a college track and a career/technical track.

The University of Alaska (UA) system is Alaska's network of statewide, public institutions of higher education with campuses of varying sizes located throughout the state. While we do not have data on where all Alaska Native student graduates attend college, data on Alaska Native ASD graduates' enrollment in the UA system is available.

For the 2012-2013 school year, 24.8 percent of Alaska Native students enrolled in the UA system and 29 percent of non-Native students enrolled in the UA system.

The third indicator ARISE will track for this outcome is the number of Alaska Native students enrolling in technical school. Data is yet to be collected for this indicator.

SOCIAL & EMOTIONAL WELL-BEING

OUTCOME 7

School climates that support the success of Alaska Native students

Indicator A: *The percentage of students who report feeling connected to their school*
Indicator B: *The percentage of students who feel adults in schools, and the community, have high expectations for student success*

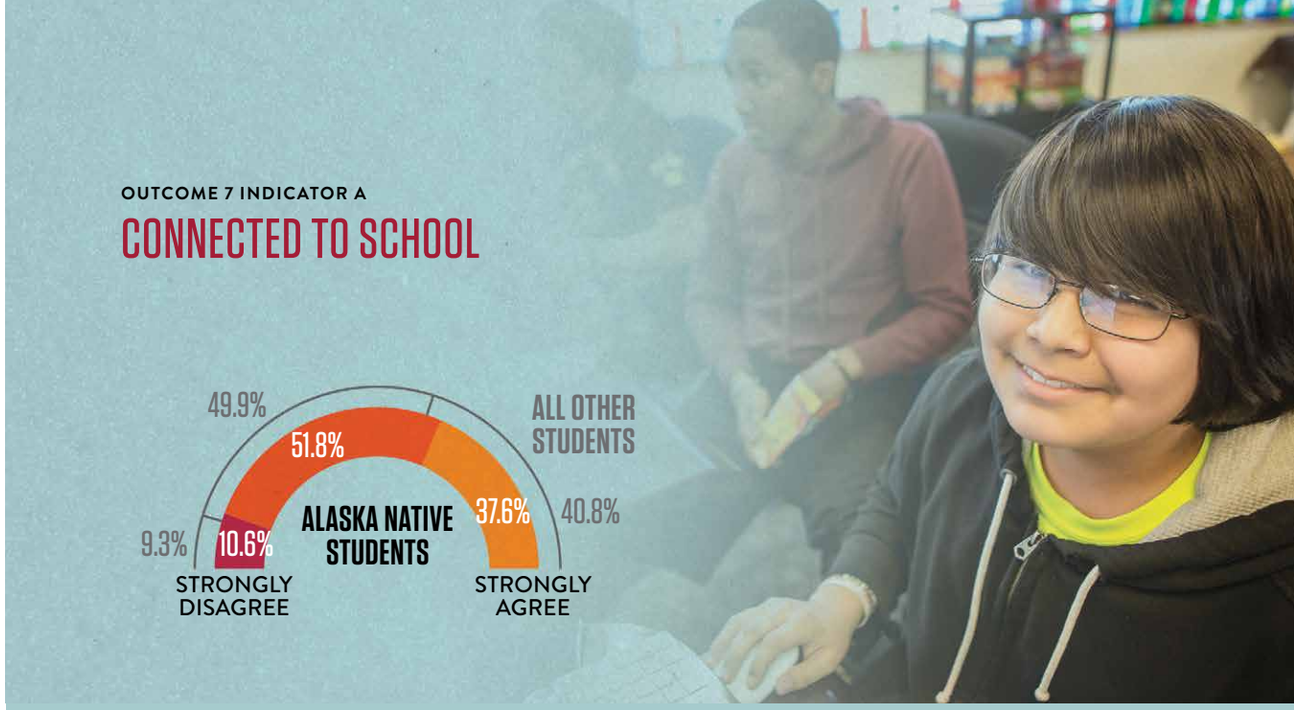
Many different factors contribute to student success. Schools are directly responsible for some of those factors, like the quality of curriculum and teaching, and positive school climates. School climate describes the extent to which a school offers a positive learning environment. School climates can support or challenge a student's ability to learn. According to the research, positive school climates are directly related to academic achievement. Each year since 2006, Alaska's students take a School Climate and Connectedness Survey (SCCS) so that schools and districts can track this important factor.

Most students who report feeling "connected" to school do better academically, but this correlation doesn't work the same way for Alaska Native students. Alaska Native students rate their school climates as very positive, but don't enjoy the same academic "bump" from this connection as do other students. ARISE will explore this difference and identify ways to create school climates that result in academic achievement for Alaska Native students too.

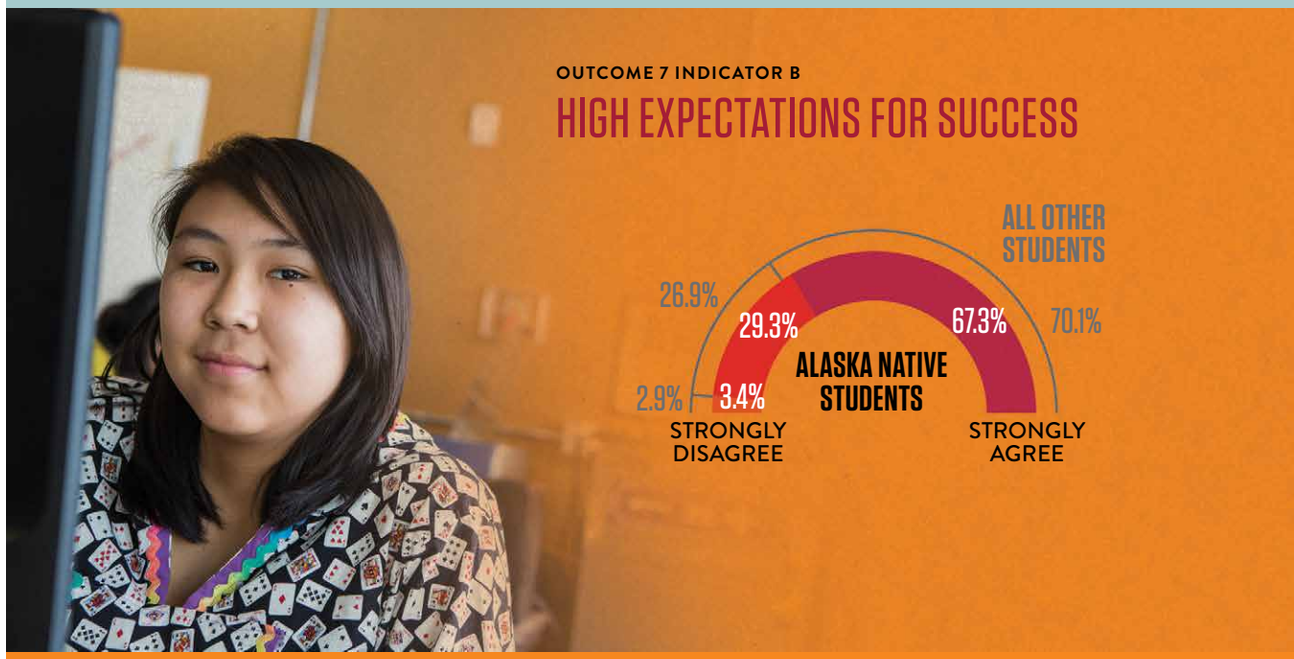
The Connected to School part of the SCCS survey taken by fifth through 12th graders is made up of 10 questions specifically about the school environment, such as "At school, there is a teacher or some other adult who will miss me when I am absent," and "I get along well with other students."

The High Expectations portion of the SCCS reflects students' perceptions of the expectations of adults in their school and community, as well as their own expectations of themselves. It's based on six questions that include "I try hard to do well in school," and "Adults in my community encourage me to take school seriously," and "At this school, students are encouraged to work to the best of their abilities."

Students responses to the SCCS survey are on a scale of 1-5, ranging from "Strongly Agree" to "Strongly Disagree." When the data is compiled, it is grouped into three categories: 1) Strongly Agree/Agree 2) Agree Some/Disagree Some, and 3) Strongly Disagree/Disagree.



Of participating Alaska Native students during the 2013-2014 school year, 37.6 percent said they Strongly Agree/Agree that they feel connected to school. More than half (51.8%) of Alaska Native students responding said they Agree Some/Disagree Some. During that same period, 40.8 percent of non-Native students reported that they Strongly Agree/Agree that they feel connected to school, and 49.9 percent reported that they Agree Some/Disagree Some.



Of Alaska Native students responding to the survey during the 2013-2014 school year, 67.3 percent of fifth through 12th graders answered that they Strongly Agree/Agree, and 29.3 responded that they Agree Some/Disagree Some. Among non-Native students during the same period, 70.1 percent of students reported that they Strongly Agree/Agree, and 26.9 percent report that they Agree Some/Disagree Some.

SOCIAL & EMOTIONAL WELL-BEING

OUTCOME 8

Alaska Native students demonstrate social and emotional learning skills

Indicator: *Indexed SEL score rating Alaska Native students' perceptions of their own self-awareness, self-management, social awareness and social skills*

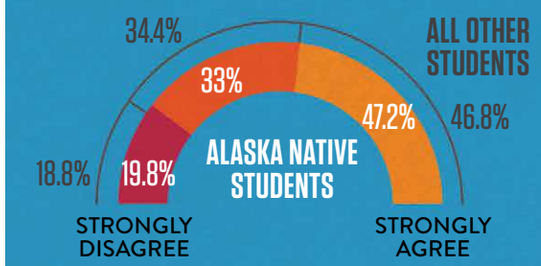
Social and emotional learning (SEL) focuses on the development of skills such as teamwork, a strong work ethic, decision making, self-discipline, knowledge of strengths and weaknesses, and confidence. These skills have been shown to be important to students' overall success in school and in the community. The ASD has led the field nationally in developing and implementing strategies to promote positive development of these important skills. As with the previous outcome, data for tracking this indicator comes from the ASD School Climate and Connectedness Survey (SCCS). The data is self-reported by the students. The score captures whether students can identify their own feelings, control their behavior when frustrated or disappointed, respect people who are different from themselves, and make new friends.

Students responses to the SCCS survey are on a scale of 1-5, ranging from "Strongly Agree" to "Strongly Disagree." When the data is compiled, it is grouped into three categories: 1) Strongly Agree/Agree 2) Agree Some/Disagree Some, and 3) Strongly Disagree/Disagree.

OUTCOME 8 INDICATOR

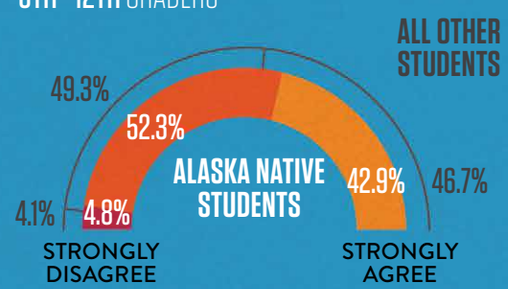
SOCIAL & EMOTIONAL SKILLS

3RD & 4TH GRADERS



During the 2013-2014 school year, 47.2 percent of Alaska Native third and fourth graders Strongly Agree/Agree that they have high levels of SEL skill, and 42.9 percent of Alaska Native fifth through 12th graders reported that they Strongly Agree/Agree that they demonstrate high levels of SEL skills. These rates are similar to those non-Native students report. Among all other (non-Native) students, 46.8 percent of third and fourth graders and 46.7 percent of fifth through 12th graders reported that they Strongly Agree/Agree that they have high levels of SEL skills.

5TH - 12TH GRADERS



ARISE FUNDERS

CITC and all the ARISE partners gratefully acknowledge the following investors' commitments to ARISE. Together, we ensure that "From cradle to community, every Alaska Native child leads a healthy and empowered life with access to unlimited opportunities."

$50,000+

CITC JOHNSON-O'MALLEY NATIVE EDUCATION COMMITTEE

ConocoPhillips

$25,000-$49,999

First National Bank Alaska

CIRI

THE CIRI FOUNDATION

$1,000-$25,000

Cook Inlet Tribal Council — People. Partnership. Potential.

Live United — United Way of Anchorage

Anchorage School District — Educating All Students for Success in Life

Alaska Native Heritage Center

INDIVIDUAL DONORS

Kristin English, Kelly Hurd & Mike Hondel, Gloria O'Neill, Kathleen Plunkett, Lisa Rieger & Matt Claman, Kristi Thiel

JOIN THE ARISE MOVEMENT

ARISE is completely committed to the success of all Alaska Native students in Anchorage, with an unshakable belief in the innate value and potential of each child, and the importance of indigenous cultures in unlocking that possibility.

Alaska Native student success is vital to Anchorage's success and will benefit everyone in our community—making this a better, stronger, and even more vibrant city. What we learn by helping Alaska Native students succeed will inform efforts to support all students' success.

THINGS YOU CAN DO TO HELP

- Join a strategic action team
- Contribute your time to the data or communications work groups
- Ask your employer to join the ARISE leadership council
- Donate to ARISE
- Sign up for updates at ARISEpartnership.org

Contact us at info@arisepartnership.org to learn more about how you can be involved in Alaska Native student success.

All photos courtesy CITC

ARISE

Anchorage Realizing Indigenous Student Excellence

c/o COOK INLET
TRIBAL COUNCIL
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Anchorage, Alaska 99508
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