

2015

ARISE

Report to Our Community

PARTNERSHIP
AND PROGRESS



ARISE

*Anchorage Realizing Indigenous
Student Excellence*



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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

ENGAGE!

Join us and find your place in this movement.

THEY SAY ANCHORAGE is Alaska's largest village. Well, it takes this whole, big village to meet the goals of Anchorage Realizing Indigenous Student Excellence (ARISE). Join us and find your place in this movement.

HERE ARE SOME THINGS YOU CAN DO to support Alaska Native and American Indian students in Anchorage:

- Read, talk, sing, and play every day with the young children in your life
- Find out more about ARISE partners and what they do
- Listen when young people talk
- Learn about the history of Alaska Native education
- Include parents, youth and children in discussions about education

FOLLOW US ONLINE AT:



arisepartnership

arisepartnership.org

“ARISE has changed the way I look at education. I am constantly thinking of the impact on my granddaughter’s future.”

— DEBRA MORRIS

“As a parent, it has helped me to realize how important the relationship with the teacher is, and that communication.”

— CAROL WREN

“Community engagement is often a cliché. Between 90% by 2020 and ARISE, we get to see what community engagement can be.”

— BECKY JUDD

“ARISE helped me think about how the partners collaborate and complement each other.”

— DOREEN BROWN

We’re committed to getting this right.

AS PARENTS and grandparents, educators, librarians, administrators, and the CEOs and staff of non-profit organizations, we all care deeply about Anchorage and the Alaska Native children and young people who live here. These children make up almost 20 percent of the students in our school district, and are an important and cared for part of our community. We want them to learn and grow and live great lives. We are part of ARISE because doing our best for Alaska Native children and young people is essential to doing our best for Anchorage.

ARISE is a partnership and a strategy, not a program. We use a collaboration process called collective impact. This means working together to align our existing resources – the things we do and know already – with shared goals so that every partner is more effective, and Alaska Native children in Anchorage benefit. We share data and explore the issues we’ve identified in order to measure the collective impact of our efforts toward student success. This kind of work takes time. It takes all of us listening to one another, sharing our discoveries, and being creative and practical to do more of what works and less of what doesn’t.

We’re very excited about the community engagement and research happening through ARISE, and the ways being part of ARISE is influencing how we each work inside our own organizations. It is this – our engagement with others, developing relationships, supporting inquiry and action with local data, and creating change with bold kindness – that will lead to our community successfully supporting Alaska Native students in their own achievement.

— ARISE LEADERSHIP COUNCIL

Anchorage Public Library

Anchorage School Board

Anchorage School District

- Administration
- Title VII
- Alaska Native Cultural Charter School

Alaska Native Elders

Alaska Native Heritage Center

Best Beginnings

CITC Johnson-O’Malley Native Education Committee

Cook Inlet Native Head Start

Cook Inlet Tribal Council
(convening organization)

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

Our partnership

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

LEADERSHIP COUNCIL ARISE's executive-level guiding body identifies strategic issues to address to sustain progress and recommends action to ARISE staff.

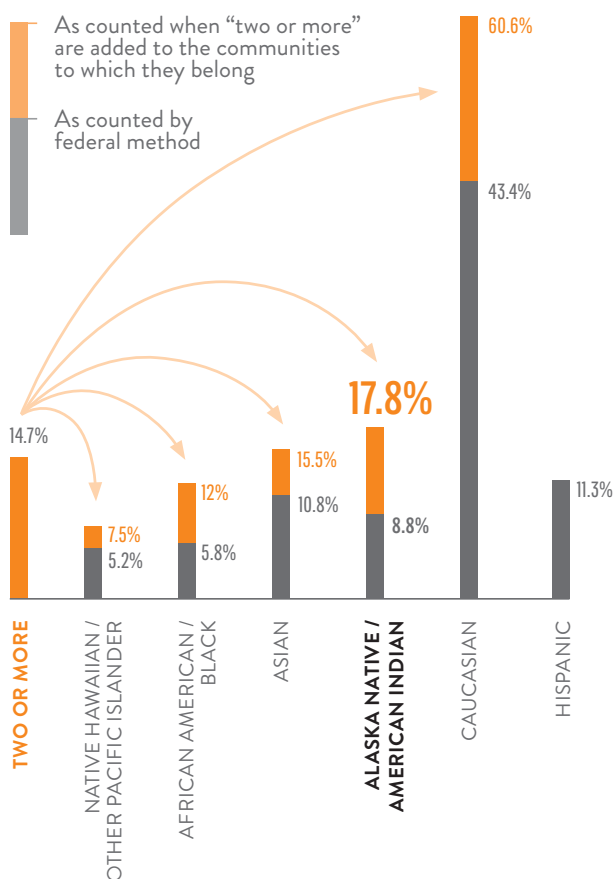
COMMUNITY ENGAGEMENT GROUPS Parents and caregivers of Alaska Native students meet to share their experiences, expand expertise and perspectives around ARISE outcomes, and contribute to strategy development for our shared goals.

STRATEGIC ACTION TEAMS (SAT) Where the sled runner meets the trail. 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 topics and partnership needs such as data, development, and communications.



How we count our students

ARISE COUNTS NATIVE STUDENTS in the Anchorage School District by including every student who identified as Alaska Native or American Indian, even if they also identify as another race or ethnicity. According to the method used by ASD per the requirements of the U.S. Census Bureau and the U.S. Department of Education, students who report being a combination of races or ethnicities are NOT included in the counts for the individual communities to which they belong. For example, someone who is Alaska Native and Asian will be counted as "Two or more races" but not as either Alaska Native or Asian. And any student who reports being Latino and another race or ethnicity will only be counted as Hispanic.

When multiracial students ("two or more") are accurately distributed, and Alaska Native and American Indian students are fully counted, their population nearly doubles, growing from 4,224 to 8,550 and from 8.8 percent to 17.8 percent of the total student population.

ARISE tracks all the races and ethnicities by which students identify. This counts some children more than once, but gives a more accurate picture of diversity in our school district. Through this inclusive approach we honor and better support each student as a full person, and Anchorage's Alaska Native student body as a whole.

Our approach

AS A COLLECTIVE IMPACT effort, ARISE partners:

- Set a common agenda
- Learn about entrenched and systemic challenges
- Commit to aligning data collection, resources and programs to target the same goals

The ARISE leadership council chose three focus areas – academics, social and emotional well-being, and culture – and then selected 12 outcomes to address. Each outcome has indicators for tracking progress. We know this data doesn't tell the whole story of any individual student, but we can learn a lot by looking at existing data. If we balance data and the lived experiences of families in our community we can figure out and do what is required to ensure Alaska Native students' success from cradle to community, toddler to elder and learner to leader.

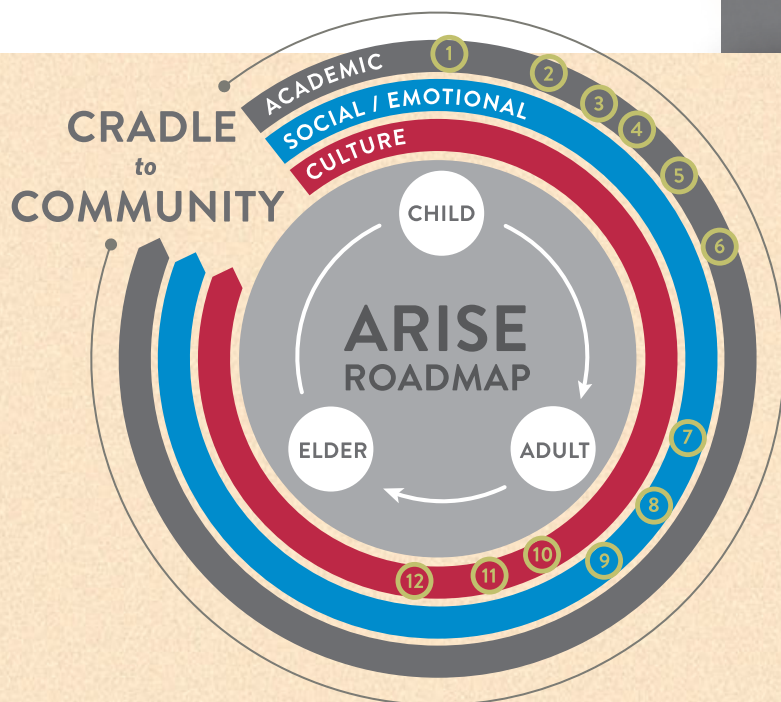


THE DATA also reflects how we, the adults in this community, have prepared or supported children and youth, and how the systems that surround students have chosen to measure them and respond to student needs.

With the exception of data for the post-secondary outcome (6), the data represented in this report is from the 2014-2015 school year. All

data for ARISE outcomes was provided by the Anchorage School District (ASD) and is calculated using the full population of Alaska Native and American Indian students in the district.

The data ARISE has gathered on these indicators only tells part of the story. There is a lot more to children and youth than the numbers presented here can show.



- OUTCOME 1** **Prepared for kindergarten — current priority**
- OUTCOME 2** Meet third-grade reading standards
- OUTCOME 3** Leave 8th grade ready for high school and post-secondary math success
- OUTCOME 4** Graduate from high school
- OUTCOME 5** Attend school 90 percent of days enrolled
- OUTCOME 6** Enroll in post-secondary training or education
- OUTCOME 7** **School climates support Alaska Native student success — current priority**
- OUTCOME 8** Demonstrate social and emotional learning skills
- OUTCOME 9** Families and community support Alaska Native student success
- OUTCOMES 10, 11, 12** Culture outcomes to be determined

Next page: Data on outcomes begins, with a special focus on **KINDERGARTEN PREPAREDNESS**

ACADEMICS

Alaska Native students are prepared for kindergarten

INDICATOR The percentage of students prepared for kindergarten, as demonstrated with an overall score of 20 or more on the Alaska Developmental Profile (ADP).

CHILDREN WHO ARE PREPARED to learn at the start of kindergarten will already have mastered a range of skills and abilities that are key building blocks for learning and will provide a foundation for later success.

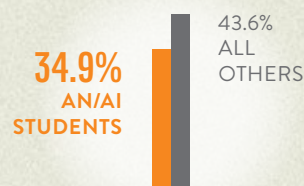
The Alaska Developmental Profile (ADP) is a state assessment designed to help teachers assess individual students through observation, and develop learning plans for their kindergarten classrooms. The ADP evaluates students across five areas on a range of skills including health and motor skills, how they behave and express themselves in different settings, how they approach challenges, and what they know about numbers, shapes, language, letters, and communication. A score of 0 indicates a child demonstrates the skill 20 percent or less of the time, a score of 1 means a child is able to demonstrate the skill part of the time, and score of 2 shows a child consistently demonstrates a skill or behavior 80 percent or more of the time.

Using the ADP as a group or population measure is new and it was acknowledged in our 2014 baseline report that the indicator might change as our thinking about how to measure children's skill development advanced. Recent data analysis has shown a combination of 1s and 2s that together equals a score of 20 has a strong correlation to academic success in third grade. On that basis, the ARISE leadership council chose to modify the indicator for this outcome from all 2s, the benchmark used in the 2014 report. This change also aligns the ARISE measure of this outcome with that used by 90% by 2020, a concurrent collective impact education initiative in Anchorage.



INDICATOR

The percentage of students prepared for kindergarten, as demonstrated with an overall score of 20 or more on the Alaska Developmental Profile (ADP).



Of Native kindergartners assessed during the 2014-2015 school year, 34.9 percent had an overall score of 20 or higher. This is a challenge encountered throughout the community as only 43.6 percent of all other (non-Native) kindergartners scored 20 or higher.



FAST FACTS about use of early care and learning for Anchorage families with children under age six:

EARLY CARE

68 percent of Alaska Native children, and 62 percent of all young children in Anchorage received early care and learning services.

CENTER-BASED CARE

48 percent of all the children under six who received care and 55 percent of the Alaska Native children attended center-based or pre-elementary care.

CHILD CARE ASSISTANCE

Among all Anchorage families with children under six, 14 percent received child care assistance in the month prior to the survey. When looking at just families with Alaska Native children under six, 13 percent received assistance.

FINDING CARE

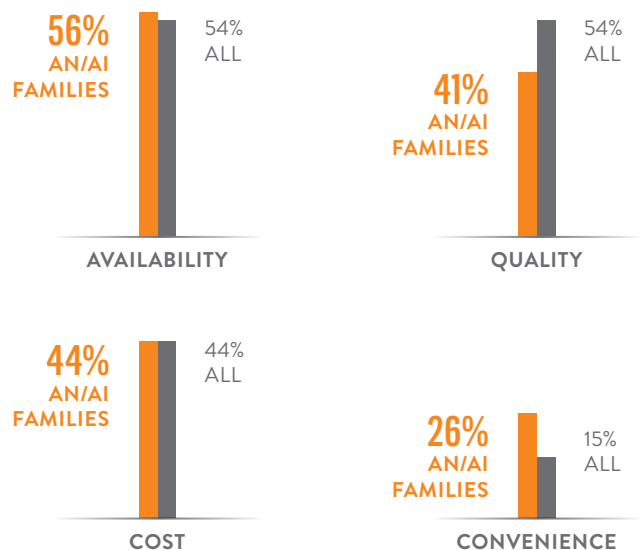
Half of all families in Anchorage reported that finding care is difficult.

Building and sharing a better understanding of kindergarten preparedness

AS A DATA-INFORMED initiative, ARISE relies on local data to steer our action. In some cases there is very little data, or the data that exists is limited or flawed and fails to provide an accurate picture. Where data does not exist or is limited, there is an opportunity to learn more by conducting or partnering in data collection. With this intent, ARISE contributed to “Early Care and Learning in Anchorage: Survey of Anchorage Families,” a statewide survey published by thread and the Alaska Early Childhood Coordinating Council in September 2015. ARISE funded the data collected about use of early care and learning in Anchorage, and added an Alaska Native and American Indian-specific component to the study, which was designed to find out more about the type of child care or early learning services people were using, and some of the economic considerations involved.

One of the most important things this report revealed is that, overall, families in Anchorage are engaging with and utilizing the early care and learning system in fairly similar ways.

MAIN DIFFICULTIES of finding early care:



Visit us online at arisepartnership.org for literature reviews and additional reports related to our work.

Next page: **LEARNING FROM FAMILIES' PERSPECTIVES** about kindergarten preparedness

Understanding families' paths to better support their journeys

"KINDERGARTEN PREPAREDNESS"

begins long before a child's first day of school. Learning about families' use of early care and learning for their children, and the challenges they face in accessing care will help us understand families' paths to ensuring their children's preparedness

conducted a series of in-depth interviews with parents of Alaska Native children aged 0-5. Every family is different and the parents interviewed shared their unique perspectives on topics ranging from where they get news, what they know or think about early learning and kindergarten

Develop new and better ways of talking about kindergarten preparedness that are more useful to parents.

and school success, and our community's strengths and weaknesses in supporting their journeys.

As part of ongoing efforts to learn more about families in Anchorage, the experiences of parents and caregivers, and how best to communicate with them, ARISE

preparedness, to their family activities, social media use, and awareness about community resources. These families' input will help ARISE and our partners develop new and better ways of talking about kindergarten preparedness that are more useful to parents.

WHAT DOES 'READY' MEAN?


One parent expressed her own concerns about her child's readiness for kindergarten, and that she and the teacher had different ideas of what "ready" meant:

"I don't know. I felt like mine was not ready but she was interviewed by the teacher and they thought she was. I thought she should know how to write her name and stuff."

WHAT RESOURCES ARE AVAILABLE?

Another parent said this about community resources:

"I think there is a lot of stuff available, people just don't know about it. Put more information out there and tell us what is available to parents."

 Next page: The ARISE kindergarten preparedness **STRATEGIC ACTION TEAM**



The Savok family



PARTNERS AND PROGRESS

Family engagement and strategic action team launch

FOR SIX MONTHS in 2015, a group of dedicated parents and grandparents of Alaska Native children ages 0-5 gathered to talk and learn about kindergarten preparedness. This unusual community engagement process happened through the generous support of the CITC Johnson-O'Malley Native Education Committee and The CIRI Foundation, activating parents around ARISE outcome 1. Over the course of 12 meetings, this group delved into hopes and concerns for their own children's education, designed a research agenda and hosted meetings where representatives of local agencies answered their questions. Finally, they outlined a vision of what needs to happen in Anchorage to ensure that all

Alaska Native children enter kindergarten prepared to succeed.

Building on this momentum, dynamic professionals from the early care and learning field in Anchorage have partnered with these parent experts to form the ARISE kindergarten preparedness strategic action team (SAT). The SAT will meld individual insights with local data and best practices to create a yearlong plan of action to positively impact Alaska Native children's preparedness for kindergarten. Stay tuned for updates as this group charges forward. Organizations joining the parents on the SAT include: Anchorage School District, Best Beginnings, RurAL CAP, Southcentral Foundation, thread, Cook Inlet Native Head Start, and CITC.

The kindergarten preparedness community engagement group —Calvin Thomas, John Yakanak, Ron Savok, Bonnie Moore, Victoria Canul Dunne, Priscilla Hensley, Jonathan Larson— with guests, Stephanie Berglund from thread (third from left) and Abbe Hensley from Best Beginnings (fifth from left).

▶ Next page: Alaska Native students **MEET READING STANDARDS** at the end of third grade

ACADEMICS

Alaska Native students meet reading standards at the end of third grade

INDICATOR The percentage of Alaska Native students whose reading skills meet standards on the Alaska Measures of Progress (AMP)

ALASKA ASSESSES STUDENTS' progress in spring of each school year. Third grade is the first year students participate in this process. ARISE has selected this outcome and indicator because there is a strong connection between third-grade reading proficiency and high school graduation. A [national study](#), "Double Jeopardy," published by the Annie E. Casey Foundation, has shown that students who leave third grade unable to read at grade level are four times less likely to graduate from high school. If students' lives are further complicated by challenging factors, such as bullying, illness, or issues at home, they face even greater odds.

Of Alaska Native third grade students who took the Alaska Measures of Progress (AMP) in April of 2015, 31.4 percent earned scores rating their reading skills as "meeting standards." Of all other (non-Native) students, 42.2 percent were rated as "meeting standards." This means they read, and understand what they read, appropriate to their grade level. "Meeting standards" is scoring level 3 or 4 on a 4-tier ranking scale.

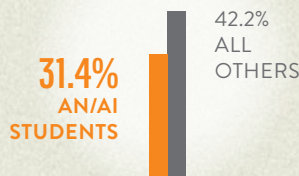
** The State of Alaska replaced the Standards Based Assessment (SBA) used from 2005-2014 with a new test called Alaska Measures of progress (AMP). The AMP test was first administered during the 2014-2015 school year. The data from 2013-2014 (ARISE baseline report year) and 2014-2015 (current report) is not comparable.*

A CHANGE IN ACADEMIC ASSESSMENT: FROM SBA TO AMP

IN 2012, THE STATE OF ALASKA revised the academic standards for English/Language Arts (ELA) and for mathematics. Spring of 2015 was the first year a new statewide student proficiency assessment called Alaska Measures of Progress (AMP) was administered to test against the revised standards. AMP scores reported are in four levels. Scores in Levels 3 and 4 signify the student is meeting the standards and scores in Levels 1 and 2 indicate partially meeting standards. The AMP replaces the statewide proficiency tests used from 2005-2014, called Standards Based Assessment (SBA), which provided the data reported in the 2014 ARISE baseline report. The SBA data used in the 2014 report and the new AMP data from the 2014-2015 school year, which is highlighted below, aren't comparable. "Apples to apples" comparison is not possible between the numbers, it's more like apples to zebras. It would normally take three years of AMP data to have a new trend line. However, the State of Alaska has decided to discontinue the AMP after the 2015-2016 school year. This change from the SBA to AMP, and to the assessment that comes next, affects ARISE outcome #2 and outcome #3, indicator A.

INDICATOR

The percentage of Alaska Native students whose reading skills meet standards on the Alaska Measures of Progress (AMP)





PARTNERS AND PROGRESS

Telling stories with data

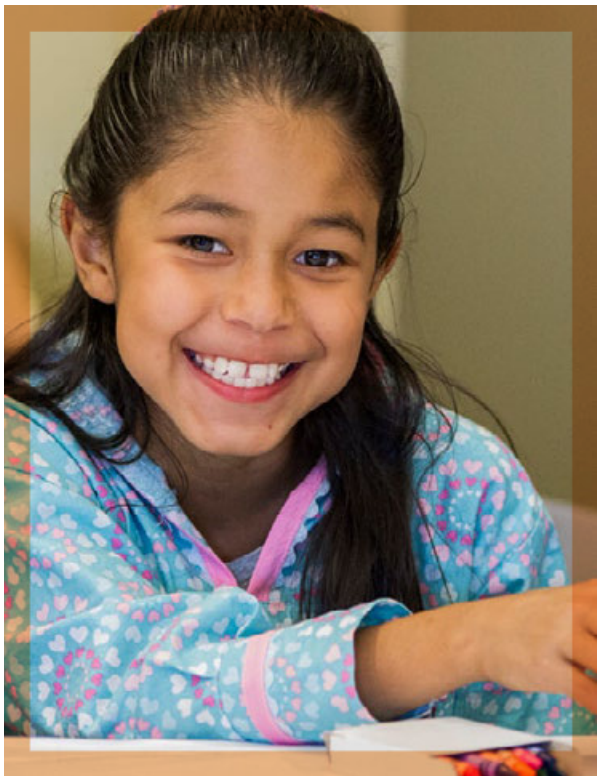
STORYTELLING is an important part of human life and indigenous traditions. For ARISE, as a data-informed community effort, data is both completely necessary and often inadequate. Too often, the data available isn't an accurate reflection of the daily experience of Alaska Native people. As data consultant Laurie Orell said to the kindergarten preparedness community engagement group one Saturday afternoon, "data is one part of the story." To help fill in some of the rest of the story, ARISE conducted in-depth interviews with parents of young Alaska Native children and has invited parents, grandparents and caregivers into this work through community engagement, where their voices are heard and they drive the process.

To best discover the pieces of the story that data

can tell, the ARISE data work group, which includes researchers and analysts from ASD, Southcentral Foundation and the Institute of Social and Economic Research at the University of Alaska Anchorage, meets to hash through data analysis, ensure rigor and present information so decisions can be made. In 2015 the data work group put in many hours in preparation for the launch of the school climate community engagement group, reviewing the literature, discussing definitions of school climate, identifying contributing factors, and prioritizing the factors that contribute to school climates that support Alaska Native student success. Taken together with what we learn directly from parents, this will help the community engagement group, and later the strategic action team, to see a more complete story.

Data is one of the tools the ARISE leadership council, strategic action teams and community engagement groups use as they examine issues, craft approaches and measure progress.

Next page:
Alaska Native students leave middle school
READY FOR HIGHER LEVEL MATH



ACADEMICS

Alaska Native students leave middle school ready for higher level math

INDICATOR A Meets standards for 8th grade math on the Alaska Measures of Progress (AMP)

INDICATOR B Complete Algebra I by the end of 8th grade with a B or higher

HIGH SCHOOL MATHEMATICS

achievement is a very strong predictor of high school success, high school graduation, college acceptance and college graduation. It is helpful to think of the subject of math as ladder: most schools offer students a progression up the ladder from pre-algebra, algebra I, algebra II, and geometry, to trigonometry,

pre-calculus and calculus. To progress up this ladder, students need access to pre-algebra and algebra courses in middle school so they can start high school as high up on the ladder as possible, and have the opportunity to learn the material and reap the academic benefits of earlier math achievement.

▶ Next page: Alaska Native students **GRADUATE FROM HIGH SCHOOL** and **ATTEND SCHOOL**

INDICATOR A

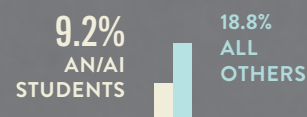
Meets standards for 8th grade math on the Alaska Measures of Progress (AMP)



Scoring “meets standards” on the AMP, first administered in early April 2015 to all students in grades three through 10, indicates that students meet statewide performance standards. During the 2014-2015 school year, 19.7 percent of AN/AI 8th graders and 29.4 percent of all other students met standards on their AMP math scores. Refer to page 10 for information about AMP.

INDICATOR B

Complete Algebra I by the end of 8th grade with a B or higher



During the 2014-2015 school year, 9.2 percent of AN/AI 8th grade students and 18.8 percent of non-Native 8th graders completed Algebra I with a grade of B or better.



As part of the process of developing this outcome and selecting these indicators, ARISE commissioned a [literature review](#).

ACADEMICS

Alaska Native students graduate from high school

INDICATOR A Graduate in four years

INDICATOR B Graduate in five years

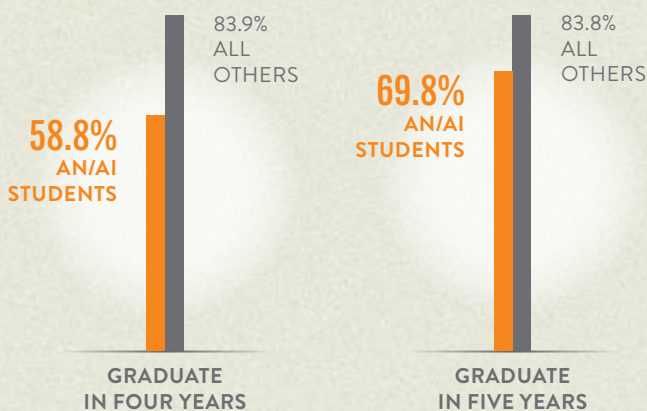
GRADUATING from high school is an accomplishment and the benefits extend throughout a person's life. Graduation increases the likelihood that students will go on to further education or training, and can predict higher wages and lifetime earning potential, as well as better health outcomes. Additionally, the achievement ripples across the generations – the higher the parents' educational attainment, the better chance children have of reaching their own academic heights. So by graduating from high school, a student is

banking “family capital” that could positively affect their future children.

To calculate graduation rates, the ASD takes the number of students who graduate at the end of a given year and 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.

INDICATORS A and B

Percentage of Alaska Native students who graduate from high school



During the 2014-2015 school year, 58.8 percent of graduation-age AN/AI students graduated within four years of starting high school, and 69.8 percent of students graduated within five years. For all other students, 83.9 percent graduated within four years, and 83.8 percent had graduated within five years of entering high school.

ACADEMICS

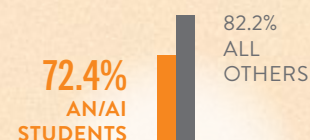
Alaska Native students attend school

INDICATOR The percentage of students who attend school 90 percent of the days they are enrolled.

REGULAR ATTENDANCE is a beneficial habit to practice, even as early as preschool and kindergarten. In addition to impacting student learning and success, chronic absenteeism sometimes signals a student is experiencing challenges at school or at home. To meet goals of attending school 90 percent of the days they're enrolled, students in the Anchorage School District must miss no more than 17 days of school per year, or about two days a month.

INDICATOR

Percentage of students who attend school 90 percent of the days they are enrolled.



During the 2014-2015 school year, 72.4 percent of AN/AI students enrolled in the Anchorage School District attended school on at least 90 percent of school days. Among all other (non-Native) students, 82.2 percent of enrolled students attended at least 90 percent of school days.

CITC has learned from being part of ARISE and has adjusted its priorities to align with and support ARISE outcomes.



PARTNERS AND PROGRESS

Collaboration influences institutional impact

AT COOK INLET TRIBAL COUNCIL, Inc. (CITC), the collective impact efforts that began with ARISE have taken root elsewhere in the organization. CITC has learned a lot through ARISE's focus on school climates and kindergarten preparedness and now has new partners with whom to work and effect change.

Listening and responding to community needs, and aligning institutional efforts with its commitment to ARISE priorities has taken CITC in a new direction. In 2013, ARISE put the kindergarten preparedness outcome at the top of our list of priorities, and the process of exploring this outcome highlighted a shortage of care for our

youngest community members. In a monumental new partnership, CITC is launching a new Early Head Start facility that will serve nearly 80 Alaska Native infants and toddlers. Through engagement with collective impact and ARISE, CITC is increasing high-quality early learning opportunities in Anchorage.

CITC has strengthened its focus on social and emotional learning (SEL) and school climate, both of which are ARISE outcomes, by renewing and expanding its Second Order Change project. Second Order Change was a project implemented in schools to help educators enhance the skills necessary

to better support their students. The program has been reestablished for four more years in schools and out-of-school agencies. This work is conducted in partnership with the Anchorage School District and youth-serving organizations throughout Anchorage. Says Cristy Willer, CITC Chief Operating Officer, "Second Order Change, like ARISE, relies critically on community partnerships to make deep and lasting change. This is important work and no one group or agency can do it alone."

▶ Next page: Alaska Native students enroll in **POST-SECONDARY** training or education

ACADEMICS

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

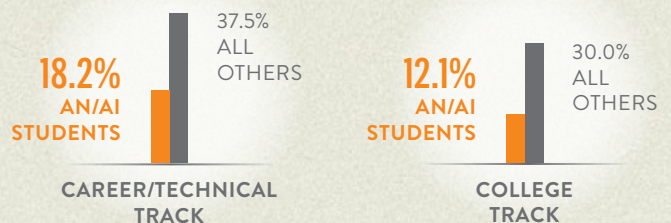
INDICATOR C Percent of Alaska Native graduates enrolling in technical training – data to be collected.

WELL-PAYING JOBS are competitive and, in Alaska, the highest wages typically require a college education. In the Alaska Department of Labor and Workforce Development occupational projections for 2012-2022, jobs requiring an Associate degree, Bachelor's degree, Master's degree, or a doctoral/professional degree are projected to pay wages of at least \$20,000 more than jobs requiring only a high school diploma. The department's "top jobs" list is composed of jobs that pay well and are expected to have openings, and includes many which do not require a college education, but do demand post-secondary training. One way or another, students will need to look beyond a high school diploma to take advantage of the best employment opportunities.

INDICATOR A

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.

Percent of Alaska Native graduates of ASD who qualify for Alaska Performance Scholarship (APS)



During the 2014-2015 school year, 18.2 percent of eligible Native students in the ASD qualified for the career/technical track and 12.1 percent qualified for the collegiate track. In the same period, 37.5 percent of all other eligible students qualified for the career/technical track and 30.0 percent qualified for the collegiate track.

INDICATOR B

The University of Alaska (UA) system is Alaska's statewide network of public institutions of higher education. While we do not have data on where all Alaska Native and American Indian students graduating from the ASD attend college, data on ASD graduates' enrollment in the UA system is available.

Percent of Alaska Native graduates enrolling in the UA system



During the 2013-2014 school year, 26.6 percent of AN/AI graduates of the Anchorage School District (ASD) and 33.3 percent of all other ASD graduates enrolled in the UA system the following year.

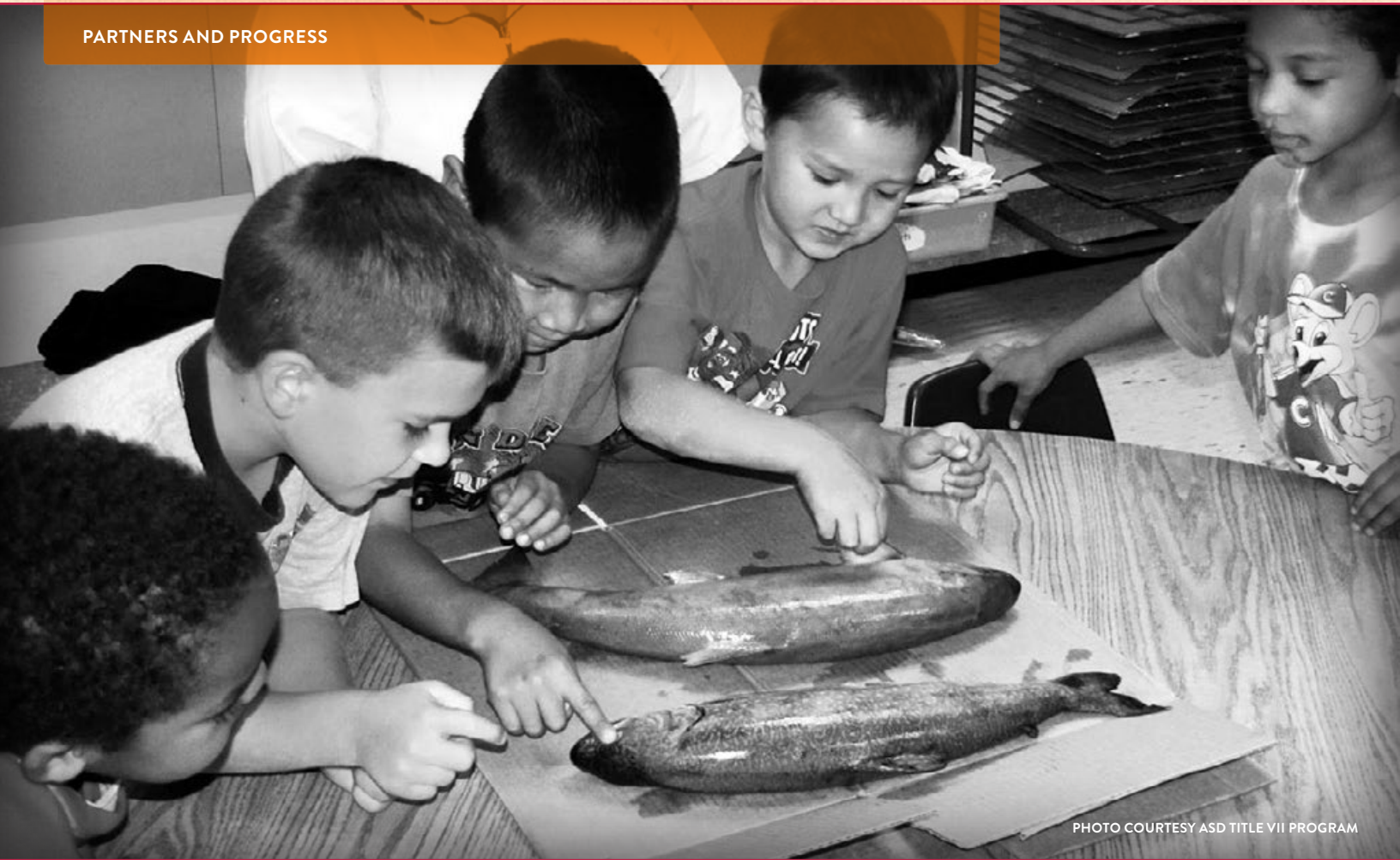


PHOTO COURTESY ASD TITLE VII PROGRAM

School climate and the power of parents

FAMILIES of Alaska Native and American Indian children are the best experts about their kids. Bringing the power of parents to bear on ARISE goals has been a priority for ARISE in 2015. The newest of these efforts is the community engagement group focused on school climate.

ARISE staff, led by the community engagement manager, recruited and nurtured this group of committed parents and grandparents to learn more about school climate and its relationship to Alaska Native student success. This is one area where data proves puzzling and family expertise and inquiry may help crack the code on why Alaska Native students' reported positive experience of school

is not resulting in the expected boost in academics.

The school climates group began meeting in September. In between meetings, ARISE staff contacts participants for a one-on-one conversations to further understand perspectives and to prepare for the next parent and grandparent-driven meeting. This process has enabled ARISE to reach hundreds of parents and grandparents.

In addition to the incredible work of these groups, ARISE partners are contributing to harnessing the power of parents. The ASD Title VII Indian Education Program's community has connected almost 100 families to ARISE parent engagement efforts.

Inspiring new ideas and approaches to working together.



Next page: **SCHOOL CLIMATES** support the success of Alaska Native students

SOCIAL & EMOTIONAL WELL-BEING

School climates 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 (next page).

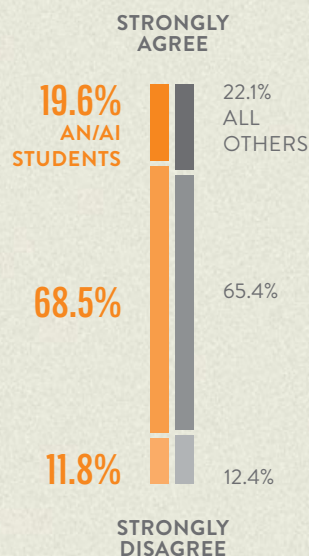


“SCHOOL CLIMATE” encompasses an array of factors affecting the broad, immersive experience of students in school. The climate in a school can support or challenge a student’s ability to learn and thrive, and research shows students’ experience of school climate is directly related to their academic achievement. Each year since 2006, Alaska students have taken a School Climate and Connectedness Survey (SCCS), which has two sections ARISE has chosen to track.

The **CONNECTED TO SCHOOL** part of the SCCS taken by fifth through 12th graders is made up of 10 statements about the school environment. Students respond to statements like “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.” ARISE is interested in this portion of the SCCS because while Alaska Native students across the state report feeling as or more connected to their schools than non-Native students, they do not see the academic “bump” other students get from this connection. The parents of the school climates community engagement group, and the ARISE data group, are exploring this difference so ARISE can identify ways to dynamically support Alaska Native students.

INDICATOR A

The percentage of students who report feeling connected to their school.



Of participating AN/AI students, during the 2014-2015 school year, 19.6 percent said they either “Strongly Agree/Agree” that they feel a connection to their school. 68.5 percent of AN/AI students responding said they “Agree Some/Disagree Some, and 11.8 percent said they “Strongly Disagree/Disagree.” During the same period, 22.1 percent of non-Native students reported that they “Strongly Agree/Agree” that they feel a connection to their school, 65.4 percent reported “Agree Some/Disagree Some, and 12.4 percent said they “Strongly Disagree/Disagree.”

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.

Next page: Indicator B: school climates and **HIGH EXPECTATIONS** for student success



SOCIAL & EMOTIONAL WELL-BEING

School climates support the success of Alaska Native students

INDICATOR B The percentage of students who feel adults in schools, and the community, have high expectations for student success.

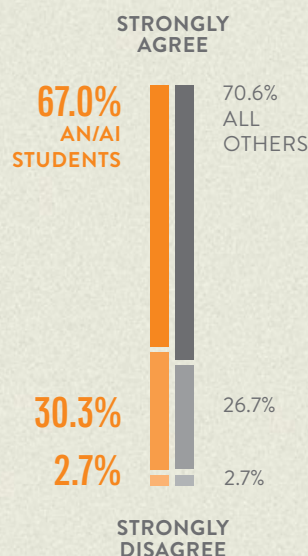
THE HIGH EXPECTATIONS portion of the School Climate and Connectedness Survey reflects students' perceptions around the expectations of adults in their school and community, as well as their own expectations of themselves. Research has suggested that student academic success is positively impacted when students feel their teachers and broader community express high expectations for achievement. This portion of the SCCS is based on six statements 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."

Several reports on school climates and Alaska and the Anchorage School District, including an ARISE-commissioned literature review, are [available](#) on the ARISE website. The ASD also has information about the SCCS [online](#).

Next page: **DEVELOPING CULTURAL MEASURES**

INDICATOR B

The percentage of students who feel adults in schools, and the community, have high expectations for student success.



Of AN/AI students responding to the survey during the 2014-2015 school year, 67.0 percent of fifth through 12th graders answered "Strongly Agree/Agree." During that same year, 30.3 percent responded "Agree Some/Disagree Some," and 2.7 percent answered "Strongly Disagree/Disagree." Among non-Native students, during the same period, 70.6 percent of students reported "Strongly Agree/Agree," 26.7 percent reported "Agree Some/Disagree Some," and 2.7 percent answered "Strongly Disagree/Disagree."

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.



PARTNERS AND PROGRESS

Developing cultural measures

THE ARISE ROADMAP is anchored around three core focus areas: academics, social and emotional well-being and culture. ARISE's work considers student success in a holistic sense, and sees that Alaska Native and American Indian children and young people are more than students. A significant body of research indicates cultural connectedness and ethnic identity are crucial components of success for Native students and other minorities. It is important that they are nurtured to grow as members of cultural communities and that school environments see and support them as cultural beings. As critical as this is, it has proven challenging to identify

measurable outcomes for this focus area.

ARISE partners are rising to the challenge. First Alaskans Institute (FAI) convened two gatherings to do a deep dive into this topic in Summer 2015. Committed participants (including ARISE partners, members of ARISE community engagement groups, and others) worked to advance the discussion and establish cultural outcomes and measures by which to benchmark them. FAI's program, Alaska Native Dialogues on Racial Equity (ANDORE) includes an educational equity component, so these related and complementary efforts are part of a broad conversation FAI is engaged in. In addition to hosting the cultural

measures think tank, First Alaskans has been working with the Alaska Association of School Boards to integrate a set of questions to measure students cultural/ethnic identity into the AASB's School Climate and Connectedness survey.

ARISE uses the term "cradle to community" because this movement is about more than academic and career achievement. The ARISE roadmap voices support for young people's success from their very earliest days to becoming adults who are strong in both their sense of self, culture and community.

▶ Next page: Alaska Native students demonstrate **SOCIAL AND EMOTIONAL LEARNING** skills

SOCIAL & EMOTIONAL WELL-BEING

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 responsible decision making skills.

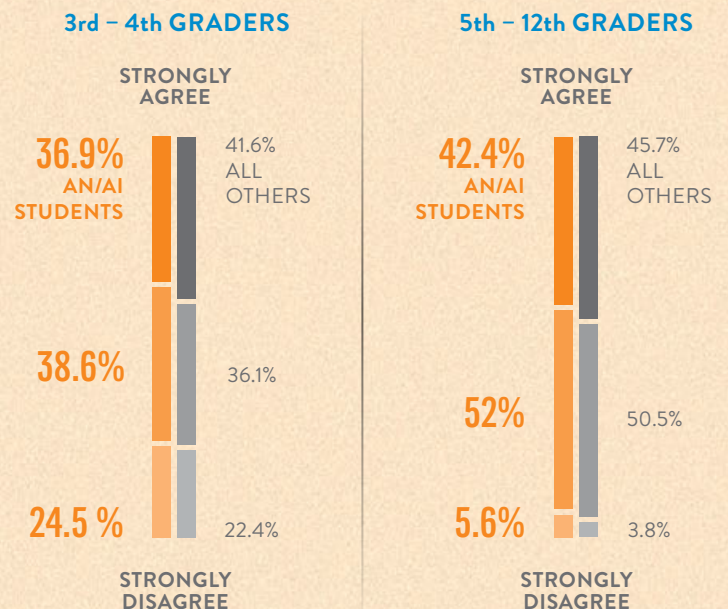
SOCIAL AND EMOTIONAL LEARNING, or SEL, represents core values for teaching, learning and humane interactions. Truly, this is ancient stuff – it's about becoming real human beings who know themselves and can function effectively with and among other people. SEL is embedded in traditional Alaska Native value systems, and was widely demonstrated on public television by Mister Rogers. The Anchorage School District has led the field nationally in developing and implementing strategies for students and adults to promote positive development of skills such as teamwork, decision-making, self-discipline and confidence. Learning and practicing SEL skills, and observing them being modeled by adults, contributes to students' academic success and to a decrease in negative school behaviors, building habits of positive interaction that serve them well throughout their life.

As with the previous outcome, data for tracking this indicator comes from the School Climate and Connectedness Survey (SCCS) taken by 3rd-4th graders and 5th-12th graders. The data is self-reported by students and the score captures how students perceive their abilities to identify their own feelings, control their behavior when frustrated or disappointed, respect people who are different than themselves, and make and keep friends.



INDICATOR

Indexed SEL score rating Alaska Native students' perceptions of their own self-awareness, self-management, social awareness and responsible decision making skills.



During the 2014-2015 school year, 36.9 percent of AN/AI 3rd and 4th graders agreed or strongly agreed that they have high levels of SEL skills. For AN/AI students in 5th-12th grades, 42.4 percent reported they have high levels of SEL skills. Among all other (non-Native) students, 41.6 percent of 3rd and 4th graders reported that they agreed or strongly agreed that they have high levels of SEL skills. Among non-Native students in 5th-12th grades, 45.7 percent reported they strongly agree/agree they have high levels of SEL skills.

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.



OUR SUPPORTERS



Green Rock Consulting • Priscilla Hensley • Gloria O'Neill • Kathleen Plunkett

Cook Inlet Tribal Council (CITC) hosted the original 2012 stakeholder meeting that resulted in this partnership and has taken on responsibility for ensuring progress within ARISE. CITC employs the ARISE staff, hosts meetings, serves as the fiscal agent and otherwise operates at the convening organization of the ARISE partnership.

ENGAGE!

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