

## **Department of Education and Early Development Drop-out material**

### **Contents:**

- 1. Average Daily Membership history 1988-2008**
- 2. Total Statewide Enrollment by Ethnicity, Grade, and Percent FY07**
- 3. Total Statewide Enrollment by Ethnicity, Grade, and Percent FY08**
- 4. Drop-out rate Fact Sheet**
- 5. Drop-out rates by school district 1991-2008**
- 6. Drop-out rates by ethnicity 2001-2008**
- 7. Graduation rate Fact Sheet**
- 8. Graduation rates by school district 2008**
- 9. Graduation rates by subgroup 2008**
- 10. Drop-out count – students with IEPs 2004-2006**
- 11. Further break-down of drop-out groups 2005-2008**
- 12. EED general notes on Graduation rate meeting Feb. 19-20, 2009**
- 13. EED notes “Why Do Students Leave” – Group 1 Brainstorm**
- 14. EED notes “Why Do Students Leave” – Group 2 Brainstorm**
- 15. EED notes “Ideas for Immediate Strategies”**

1.

FOUNDATION PROGRAM  
FY'88 through FY'08  
Average Daily Membership's

DISTRICT	FY88	FY89	FY90	FY91	FY92	FY93	FY94	FY95	FY96	FY97	FY98
ADAK	603.70	657.85	696.45	712.00	714.45	681.35	495.20	-	-	-	-
ALASKA GATEWAY	502.40	462.70	482.95	501.55	495.45	512.05	525.55	536.15	552.10	572.65	514.35
ALEUTIAN REGION	104.75	111.00	28.00	33.00	28.00	23.00	16.00	18.00	21.00	34.00	36.45
ALEUTIANS EAST	274.15	279.30	341.05	371.00	370.00	391.00	369.00	365.00	355.00	372.00	341.35
ANCHORAGE	38,734.41	38,685.23	39,236.27	40,533.36	43,058.90	44,279.73	45,645.36	45,895.60	46,158.76	46,470.40	47,315.76
ANNETTE ISLANDS	414.50	428.65	404.70	381.00	423.90	397.00	407.00	420.00	444.00	391.00	396.57
BERING STRAIT	1,259.40	1,250.20	1,326.75	1,356.30	1,433.95	1,476.65	1,539.15	1,600.70	1,679.10	1,706.00	1,759.70
BRISTOL BAY	245.40	249.00	245.35	253.00	272.65	265.35	271.60	271.00	301.00	313.45	305.00
CHATHAM	316.00	307.05	352.45	382.30	376.30	348.95	326.55	325.85	337.30	334.30	293.00
CHUGACH	107.00	98.00	106.00	113.90	128.25	132.25	122.75	133.00	144.00	157.00	167.00
COPPER RIVER	536.45	597.45	583.47	581.95	592.45	607.90	598.25	623.25	658.65	772.60	817.94
CORDOVA	429.00	428.00	428.00	437.90	478.75	502.50	511.15	528.15	519.15	534.30	514.70
CRAIG	213.00	217.60	255.00	303.40	314.25	356.45	367.00	396.00	424.00	422.00	428.00
DELTA/GREELY	929.65	895.40	857.20	841.00	849.70	959.50	989.70	974.00	884.65	843.65	951.01
DENALI	364.10	337.20	347.50	333.20	329.60	369.55	379.65	384.55	384.00	390.90	349.85
DILLINGHAM	463.25	460.00	449.45	480.50	504.10	488.05	494.45	496.20	524.00	541.25	583.15
FAIRBANKS	13,194.95	13,188.50	13,538.40	14,245.80	14,883.20	15,250.50	15,408.00	15,406.50	15,816.00	16,131.65	16,347.80
GALENA	151.20	146.80	135.50	121.40	142.30	128.45	133.10	144.00	150.00	165.00	1,359.00
HAINES	365.60	363.30	397.00	433.15	447.90	432.30	409.05	413.15	434.90	444.90	438.40
HOONAH	239.60	251.33	257.65	234.00	234.95	256.00	267.00	259.40	278.00	271.00	260.15
HYDABURG	109.40	106.00	101.95	108.40	119.00	115.80	109.20	107.50	113.60	117.00	123.00
IDITAROD	398.60	398.95	421.00	353.08	388.25	418.20	398.95	417.85	422.55	415.86	457.90
JUNEAU	4,492.96	4,588.90	4,890.00	5,124.30	5,247.30	5,412.70	5,394.45	5,399.75	5,515.35	5,586.45	5,662.69
KAKE	180.00	181.00	166.00	178.70	185.05	179.00	175.25	185.00	190.00	199.90	194.40
KASHUNAMIUT	169.00	165.00	154.00	181.70	191.15	191.65	207.60	229.90	244.00	246.95	269.85
KENAI	8,003.33	8,232.18	8,486.36	9,168.90	9,449.30	9,589.00	9,846.05	10,144.00	10,280.70	10,341.96	10,376.84
KETCHIKAN	2,531.19	2,480.11	2,617.50	2,693.25	2,663.50	2,690.10	2,735.38	2,728.93	2,850.40	2,856.25	2,731.10
KLAWOCK	170.07	185.30	208.85	201.90	211.85	205.75	210.00	206.95	220.15	210.30	220.85
KODIAK	2,284.76	2,273.36	2,321.14	2,403.88	2,525.08	2,597.81	2,747.82	2,711.45	2,871.76	2,862.01	2,851.30
KUSPUK	375.35	391.85	413.40	426.80	451.30	427.75	451.20	449.85	468.35	473.70	473.03
LAKE AND PENN	346.70	357.15	407.35	413.20	446.70	462.85	497.40	507.63	497.65	523.55	522.95
LOWER KUSKOWI	2,605.95	2,637.90	2,685.73	2,710.75	2,780.33	2,885.80	2,963.73	3,051.05	3,275.15	3,371.53	3,442.25
LOWER YUKON	1,281.80	1,285.70	1,301.57	1,343.90	1,364.45	1,520.65	1,585.25	1,620.65	1,695.20	1,735.95	1,850.20
MATSU	8,605.75	8,430.50	8,824.00	9,459.78	10,141.33	10,677.00	11,336.70	11,894.00	12,037.28	12,352.13	12,777.39
NENANA	201.25	194.80	185.50	195.80	191.50	199.20	184.95	162.91	161.00	173.45	220.00
NOME	724.85	749.35	754.00	777.95	776.00	727.95	711.75	701.75	732.95	776.55	796.20
NORTH SLOPE	1,251.50	1,237.14	1,301.80	1,359.40	1,462.45	1,508.09	1,623.05	1,702.10	1,805.90	1,936.80	1,982.95
NORTHWEST ARCTI	1,540.00	1,613.97	1,645.75	1,582.10	1,629.45	1,736.80	1,804.25	1,872.80	1,892.05	2,000.10	2,065.55
PELICAN	49.40	42.50	49.00	48.20	45.90	47.00	45.00	44.85	38.25	31.75	33.00
PETERSBURG	630.03	658.35	685.10	681.20	702.35	706.40	711.10	758.75	753.55	763.05	768.60
PRIBILOF	151.85	149.10	149.55	143.10	152.90	158.50	168.00	182.00	213.15	197.20	187.00
SAINT MARY'S	112.40	110.90	111.40	115.60	105.50	97.73	94.60	108.50	129.10	130.00	131.80
SITKA	1,616.80	1,657.90	1,670.18	1,723.59	1,786.77	1,858.38	1,873.38	1,838.68	1,804.87	1,769.60	1,745.28
SKAGWAY	141.50	144.30	145.15	144.75	145.00	153.00	143.00	127.20	131.30	136.66	131.60
SOUTHEAST	464.50	517.00	555.10	521.60	415.80	418.00	413.75	381.95	349.85	325.55	277.00
SOUTHWEST	480.48	466.35	435.60	442.80	472.50	478.85	554.25	568.30	629.80	700.80	743.10
TANANA	85.00	94.00	88.00	109.00	100.00	98.00	101.00	102.25	94.00	102.00	113.00
UNALASKA	153.20	188.25	204.20	258.05	304.45	330.20	358.60	356.10	352.80	374.60	380.10
VALDEZ	693.30	686.00	762.60	781.50	853.75	906.60	896.90	902.75	895.75	877.00	887.75
WRANGELL	507.00	518.20	508.70	508.90	534.00	519.20	541.20	566.85	555.00	528.00	521.15
YAKUTAT	133.75	131.30	132.35	150.00	139.00	137.00	150.00	167.00	175.00	160.00	169.00
YUKON FLATS	361.00	338.00	339.00	374.75	377.87	387.85	398.90	405.15	422.62	444.00	448.25
YUKON/KOYUKUK	544.90	508.95	529.25	512.40	549.50	584.65	598.80	590.10	625.10	555.60	545.85
YUPIIT	296.00	307.00	315.00	318.70	360.00	367.00	366.00	367.00	387.00	401.00	397.00
STATE ACS	973.78	1,407.89	1,437.09	1,984.74	2,079.48	2,280.47	1,475.14	1,477.15	1,580.85	1,626.47	1,568.92
Mt. EDGE CUMBE	-	190.80	189.70	212.50	212.95	267.70	281.60	282.30	275.12	293.00	307.57
TOTALS	102,115.86	103,040.51	105,662.01	110,364.88	115,640.76	119,201.16	121,429.71	122,511.45	124,752.76	126,464.77	129,553.60

**FOUNDATION PROGRAM**  
*FY'88 through FY'08*  
Average Daily Membership's

DISTRICT	FY92	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08
ADAK	-	-	-	-	-	-	-	-	-	-
ALASKA GATEWAY	506.84	485.40	481.05	495.31	486.85	493.26	443.25	412.35	412.35	375.21
ALEUTIAN REGION	46.70	75.15	39.40	54.75	49.25	41.85	46.00	44.00	42.00	37.45
ALEUTIANS EAST	310.35	299.55	307.75	292.75	273.75	278.49	268.55	246.40	233.00	256.50
ANCHORAGE	48,115.53	48,157.22	48,856.09	49,246.83	49,544.94	49,264.98	49,182.37	49,319.56	48,706.93	48,143.53
ANNETTE ISLANDS	355.23	368.00	325.75	311.05	290.65	287.50	298.35	291.29	282.35	288.85
BERING STRAIT	1,782.90	1,775.45	1,760.25	1,728.30	1,733.85	1,704.00	1,699.15	1,668.30	1,672.45	1,645.55
BRISTOL BAY	295.65	278.60	243.05	237.45	233.60	195.35	184.40	179.00	188.10	182.25
CHATHAM	272.05	257.00	247.50	227.35	219.90	215.00	195.10	203.50	194.82	168.39
CHUGACH	161.00	157.35	167.10	207.45	200.50	191.10	218.75	214.02	199.63	227.75
COPPER RIVER	713.65	727.29	689.91	714.08	675.12	658.25	640.40	610.40	559.55	518.95
CORDOVA	491.34	485.45	475.95	461.45	464.10	471.40	451.60	446.95	420.50	408.90
CRAIG	432.00	420.60	516.30	693.95	855.40	955.44	656.80	766.25	754.19	748.90
DELTA/GREELY	1,099.75	898.78	801.50	834.77	1,004.31	1,031.24	1,187.81	1,260.60	1,319.77	1,159.73
DENALI	362.10	326.50	312.65	287.50	310.15	571.15	664.20	633.90	548.35	573.65
DILLINGHAM	548.05	561.80	579.85	540.70	520.66	513.13	531.80	550.90	531.43	506.70
FAIRBANKS	16,093.54	15,804.16	15,546.50	15,254.51	15,120.94	14,594.39	14,553.71	14,508.60	14,441.99	14,082.48
GALENA	3,234.00	3,660.00	3,373.99	3,669.28	3,767.90	3,890.03	3,680.26	3,638.50	3,727.18	3,759.05
HAINES	448.75	413.45	407.15	377.20	323.70	318.99	296.57	290.90	297.75	316.05
HOONAH	230.85	236.75	226.90	211.30	188.40	179.40	171.70	166.50	152.95	131.40
HYDABURG	110.50	107.85	102.85	100.10	92.20	86.85	74.50	72.50	79.60	75.45
IDITAROD	534.18	568.10	638.95	561.12	403.50	376.30	344.53	331.25	338.00	302.25
JUNEAU	5,701.25	5,646.85	5,520.78	5,507.50	5,521.13	5,441.87	5,306.28	5,236.57	5,155.30	5,072.60
KAKE	185.80	166.70	165.00	171.62	151.85	155.15	141.75	116.00	103.55	101.45
KASHUNAMIUT	279.00	298.20	314.00	321.80	350.40	362.25	354.65	330.55	339.20	325.55
KENAI	10,181.60	9,982.41	9,946.74	9,799.38	9,632.43	9,561.95	9,527.25	9,388.83	9,368.14	9,249.70
KETCHIKAN	2,723.85	2,598.90	2,489.68	2,400.58	2,398.35	2,370.42	2,306.35	2,295.72	2,272.90	2,251.85
KLAWOCK	201.00	206.00	207.90	174.00	158.90	147.68	159.60	135.60	140.45	135.50
KODIAK	2,797.64	2,810.05	2,773.95	2,820.84	2,750.35	2,676.63	2,678.45	2,717.72	2,635.82	2,671.40
KUSPUK	474.29	493.85	470.15	433.00	426.70	424.10	414.05	415.00	396.60	383.40
LAKE AND PENN.	548.85	480.95	462.48	427.80	412.55	418.23	398.57	386.42	378.45	367.75
LOWER KUSKOKWIM	3,553.70	3,614.00	3,647.53	3,646.73	3,704.69	3,784.60	3,832.13	3,930.25	3,961.85	3,916.70
LOWER YUKON	1,860.95	1,936.15	1,926.70	1,937.85	2,053.15	2,031.80	2,017.45	2,036.75	1,968.30	2,035.15
MATSU	12,713.25	12,513.08	12,752.40	13,156.24	13,547.27	14,304.06	14,661.48	15,438.13	15,846.65	16,115.15
NENANA	398.00	1,005.00	1,828.25	1,753.70	1,256.69	931.32	715.52	686.02	601.45	887.58
NOME	776.25	769.10	776.95	737.65	736.15	715.10	767.40	767.85	748.55	719.52
NORTH SLOPE	2,043.90	2,008.90	2,094.20	2,020.78	1,970.25	1,810.45	1,691.15	1,726.15	1,623.00	1,618.00
NORTHWEST ARCTIC	2,088.30	2,151.50	2,203.15	2,164.35	2,151.90	2,028.75	1,998.80	2,018.85	1,976.15	1,944.25
PELICAN	29.80	33.65	23.00	18.65	18.00	15.00	11.20	13.60	14.95	16.00
PETERSBURG	752.05	699.10	678.30	652.83	625.85	657.45	629.60	591.45	588.55	559.60
PRIBILOF	157.40	158.25	143.50	136.65	135.50	124.25	127.25	114.75	123.00	111.60
SAINT MARY'S	129.90	144.15	137.70	152.85	167.16	147.50	154.70	164.80	185.35	186.30
SITKA	1,694.25	1,722.11	1,589.43	1,609.41	1,548.91	1,466.53	1,478.31	1,476.66	1,453.84	1,377.93
SKAGWAY	128.60	131.30	136.75	120.20	109.67	105.83	108.75	109.25	99.50	105.90
SOUTHEAST	297.78	294.50	281.15	243.60	223.00	219.80	212.00	206.50	186.90	152.35
SOUTHWEST	774.70	758.25	767.91	758.60	721.25	676.95	705.95	668.70	673.65	657.70
TANANA	104.00	92.75	80.00	64.13	77.50	92.00	115.05	66.55	53.95	57.40
UNALASKA	353.03	351.91	351.34	368.90	392.95	398.55	398.70	397.50	385.75	387.75
VALDEZ	855.05	865.20	864.75	887.60	866.70	865.25	827.60	797.13	748.35	724.50
WRANGELL	526.63	505.05	488.35	465.95	435.45	391.78	375.30	369.85	354.74	346.45
YAKUTAT	166.00	159.75	166.25	172.00	144.25	125.00	133.15	132.50	117.75	121.85
YUKON FLATS	375.75	352.10	307.00	299.95	307.25	292.20	275.90	270.33	265.88	280.74
YUKON/KOYUKUK	548.90	535.85	484.50	496.75	885.07	1,381.07	1,799.66	1,560.72	1,426.65	1,320.13
YUPIIT	401.95	398.00	420.00	445.60	424.00	434.25	445.15	446.15	458.25	460.05
STATE ACS	2,628.73	1,419.47	1,306.02	1,465.47	1,085.84	411.78	N/A	N/A	N/A	N/A
Mt. EDGECUMBE	307.71	329.00	330.00	329.50	334.00	334.90	368.75	394.95	407.90	404.45
<b>TOTALS</b>	<b>132,904.81</b>	<b>131,696.48</b>	<b>132,256.25</b>	<b>132,669.66</b>	<b>132,484.79</b>	<b>131,622.55</b>	<b>130,927.70</b>	<b>131,263.47</b>	<b>130,164.21</b>	<b>128,975.24</b>

2.1

Alaska Department of Education and Early Development  
Accountability and Assessment

Total Statewide Enrollment by Ethnicity, Grade and Percent  
As of October 1, 2006  
FY2007

Ethnic Group	Pre- Elem.	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total KG-12	Total PE-12	% PE-12
Alaska Native	713	2550	2474	2510	2398	2293	2328	2246	2395	2439	3008	2579	2280	2255	31755	32468	24.5%
American Indian	16	99	114	112	101	107	108	128	136	122	151	126	116	124	1544	1560	1.2%
Asian	51	503	514	493	501	526	507	529	590	578	607	608	642	568	7166	7217	5.4%
Black	63	363	444	409	397	425	371	427	425	454	452	459	435	430	5491	5554	4.2%
Hispanic	72	374	447	458	430	381	420	422	416	443	443	400	413	371	5418	5490	4.1%
Multi-Ethnic	102	557	553	524	439	388	355	298	274	242	217	231	192	152	4422	4524	3.4%
Native Hawaiian/Pacific Islander	17	91	89	94	89	85	92	102	96	92	95	103	92	114	1234	1251	0.9%
Not Reported	24	83	69	75	52	72	59	62	56	57	55	44	39	27	750	774	0.6%
White	774	5175	5247	5270	5111	5312	5270	5504	5766	5728	6309	6289	6017	5998	72996	73770	55.6%
Grand Total	1832	9795	9951	9945	9518	9589	9510	9718	10154	10155	11337	10839	10226	10039	130776	132608	100.0%

3.

Alaska Department of Education and Early Development  
Accountability and Assessment

Total Statewide Enrollment by Ethnicity, Grade and Percent  
As of October 1, 2007  
FY2008

Ethnic Group	Pre- Elem.	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total KG-12	Total PE-12	% PE-12
Alaska Native	563	2208	2310	2414	2224	2212	2086	2136	2106	2205	2648	2406	2206	2115	29276	29839	22.8%
American Indian	19	92	97	113	99	102	97	103	120	107	120	124	114	98	1386	1405	1.1%
Asian	52	498	512	511	517	487	534	523	545	567	579	595	597	607	7072	7124	5.4%
Black	51	372	379	402	378	363	363	330	364	348	400	373	419	390	4881	4932	3.8%
Hispanic	91	607	573	664	637	578	516	572	541	526	591	562	510	536	7413	7504	5.7%
Multi-Ethnic	136	740	710	670	656	579	607	580	550	501	531	507	491	494	7616	7752	5.9%
Native Hawaiian/Pacific Islander	25	190	191	166	176	169	154	137	167	138	148	152	171	157	2116	2141	1.6%
White	742	4918	4963	5043	5075	4930	5170	5094	5428	5561	5703	5920	6092	5693	69590	70332	53.7%
Grand Total	1679	9625	9735	9983	9762	9420	9527	9475	9821	9953	10719	10639	10599	10092	129350	131029	100.0%

## Dropout Rates in Alaska Fact Sheet

**The Dropout Rate** is computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning with July 1 and ending June 30.

A **Dropout** is defined as a student who was enrolled in the district at some time during the school year and whose enrollment terminated. This does not include an individual who:

- graduated from high school or completed a state or district approved education program, as evidenced by receipt of formal recognition from school authorities;
- transferred to another public school, private school or state or district approved education program;
- is temporarily absent due to suspension;
- is absent due to illness or medical condition;
- died.

The statewide Dropout Rate has decreased as well as the number of dropouts for three consecutive years:

<u>School Year</u>	<u>Dropout Rate</u>	<u>Dropout Count (Grades 7-12)</u>
2005	6.0%	3,791
2006	5.8%	3,642
2007	5.5%	3,434
2008	5.2%	3,232

The Alaska Native/American Indian Dropout Rate has not reflected the proportionate decrease over the same time period:

<u>School Year</u>	<u>Dropout Rate</u>	<u>Dropout Count (Grades 7-12)</u>
2005	8.2%	1,276
2006	8.4%	1,333
2007	8.3%	1,299
2008	8.5%	1,224

In 2007-2008 Alaska showed a wide range in difference with district by district comparisons of Dropout Rates. Four districts reported 0 dropouts. Two districts reported over 25% Dropout Rates. Both districts with the highest rates, Delta/Greely School District and the Nenana City School District, had a large percentage of dropouts reported in the statewide correspondence schools.

5.

Dropout rates are calculated using grades 7-12.

# District Dropout Rates

02/15/09

		School Year																	
School District	Data	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Adak Region	Dropouts	1	0	2	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	0.5%	0.0%	1.0%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Gateway	Dropouts	4	6	5	7	4	8	9	14	10	15	13	9	12	10	4	13	12	8
	Dropout Rate	1.9%	3.1%	2.2%	3.1%	1.6%	3.2%	3.6%	6.1%	4.2%	6.7%	5.6%	3.8%	4.7%	3.9%	1.8%	6.2%	6.2%	4.5%
Aleutian Region	Dropouts	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	4
	Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	4.3%	0.0%	0.0%	5.0%	0.0%	3.5%
Aleutians East	Dropouts	3	5	1	1	3	9	7	8	9	0	4	0	2	10	4	3	3	0
	Dropout Rate	2.1%	3.6%	0.7%	0.7%	2.1%	6.0%	4.3%	5.4%	6.0%	0.0%	2.7%	0.0%	1.6%	7.9%	3.2%	2.8%	2.9%	0.0%
Alyeska Central	Dropouts	62	49	109	23	36	46	63	68	58	59	22	24	57	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	13.2%	13.2%	19.7%	2.8%	4.2%	5.2%	6.0%	7.7%	4.8%	6.2%	2.7%	2.9%	10.6%	N/A	N/A	N/A	N/A	N/A
Anchorage	Dropouts	1,004	936	554	609	512	470	482	302	440	1,207	1,461	1,339	1,249	1,103	1,466	1,473	1,179	895
	Dropout Rate	5.9%	5.2%	3.0%	3.2%	2.6%	2.4%	2.4%	1.5%	2.1%	5.6%	6.7%	6.1%	5.5%	4.8%	6.3%	6.3%	5.1%	3.9%
Annette Island	Dropouts	5	4	6	4	7	3	4	3	1	0	0	0	9	2	7	9	3	5
	Dropout Rate	3.4%	2.4%	3.5%	2.3%	3.7%	1.4%	2.1%	1.7%	0.6%	0.0%	0.0%	0.0%	6.2%	1.4%	4.6%	6.0%	2.2%	3.6%
Bering Strait	Dropouts	22	29	21	16	23	19	19	7	20	21	38	60	90	70	90	94	102	80
	Dropout Rate	4.2%	5.4%	4.0%	3.0%	4.0%	3.2%	3.3%	1.2%	3.1%	3.2%	5.6%	8.6%	12.4%	9.1%	11.4%	11.8%	13.2%	10.7%
Bristol Bay	Dropouts	3	6	0	2	3	1	0	0	0	2	0	3	3	1	1	2	1	1
	Dropout Rate	2.8%	5.1%	0.0%	1.8%	2.8%	0.9%	0.0%	0.0%	0.0%	1.6%	0.0%	2.7%	2.6%	1.0%	1.1%	2.4%	1.2%	1.2%
Chatham	Dropouts	4	6	4	7	5	8	2	1	3	4	6	4	9	1	10	4	2	3
	Dropout Rate	2.6%	3.7%	2.9%	4.8%	3.5%	5.6%	1.5%	0.8%	2.5%	3.4%	5.1%	3.7%	7.9%	0.8%	8.8%	3.4%	1.8%	3.5%
Chugach	Dropouts	0	0	6	3	4	3	3	3	6	15	0	0	1	3	4	6	1	4
	Dropout Rate	0.0%	0.0%	12.0%	6.7%	8.2%	4.9%	4.4%	5.4%	9.0%	18.5%	0.0%	0.0%	1.5%	4.1%	4.5%	7.0%	1.5%	4.8%
Copper River	Dropouts	5	5	8	4	1	4	10	12	24	24	18	21	11	15	17	8	7	5
	Dropout Rate	2.2%	2.1%	3.2%	1.5%	0.4%	1.4%	3.1%	3.5%	7.5%	6.9%	5.7%	6.2%	3.6%	4.7%	5.5%	2.7%	2.5%	1.9%

Dropout rates are calculated using grades 7-12.

District Dropout Rates

02/15/09

School District	Data	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Cordova	Dropouts	3	5	1	1	4	4	2	1	1	0	0	1	4	2	6	2	2	3
	Dropout Rate	2.0%	2.7%	0.5%	0.5%	1.8%	1.8%	1.0%	0.5%	0.5%	0.0%	0.0%	0.4%	1.7%	0.9%	2.6%	0.8%	0.9%	1.5%
Craig	Dropouts	5	0	3	6	1	2	3	4	1	2	13	9	9	13	6	7	2	14
	Dropout Rate	5.1%	0.0%	2.6%	4.3%	0.7%	1.0%	1.5%	1.9%	0.5%	1.0%	5.8%	3.3%	3.0%	3.5%	1.9%	2.1%	0.6%	4.7%
Delta/Greely	Dropouts	17	5	5	17	14	17	8	12	10	16	8	16	60	140	169	204	247	180
	Dropout Rate	5.3%	1.5%	1.2%	3.8%	3.2%	4.2%	2.0%	3.2%	1.1%	2.5%	1.6%	2.8%	9.1%	21.8%	24.7%	25.5%	32.4%	26.7%
Denali	Dropouts	4	3	1	1	1	0	3	6	5	0	3	3	1	0	1	7	2	2
	Dropout Rate	3.0%	2.3%	0.7%	0.6%	0.6%	0.0%	1.6%	3.6%	2.8%	0.0%	1.8%	1.9%	0.6%	0.0%	0.3%	2.4%	0.7%	0.8%
Dillingham	Dropouts	7	4	5	10	13	13	20	9	16	29	43	2	19	34	22	24	30	19
	Dropout Rate	4.1%	2.1%	2.6%	5.3%	6.7%	7.1%	9.3%	3.8%	7.0%	12.3%	17.3%	0.8%	8.1%	14.6%	9.1%	9.2%	11.7%	7.9%
Fairbanks	Dropouts	379	355	337	404	604	566	549	498	592	481	573	595	432	339	526	459	414	318
	Dropout Rate	6.5%	5.9%	5.4%	6.2%	8.8%	8.6%	7.9%	7.0%	8.2%	6.6%	8.1%	8.5%	6.0%	4.9%	7.6%	6.7%	5.9%	4.8%
Galena	Dropouts	0	2	0	0	2	2	0	1	61	45	1	12	10	24	27	18	51	92
	Dropout Rate	0.0%	3.2%	0.0%	0.0%	4.0%	4.0%	0.0%	0.2%	5.1%	3.2%	0.1%	0.9%	0.7%	1.5%	1.7%	1.2%	3.2%	5.5%
Haines	Dropouts	5	2	2	1	6	3	1	5	14	15	12	15	10	2	6	1	5	1
	Dropout Rate	2.7%	1.1%	1.0%	0.5%	2.9%	1.3%	0.4%	2.1%	6.2%	7.0%	5.7%	7.9%	5.6%	1.2%	3.9%	0.7%	3.3%	0.6%
Hoonah	Dropouts	1	0	2	0	2	5	6	0	3	4	0	0	8	6	5	3	4	1
	Dropout Rate	1.1%	0.0%	1.8%	0.0%	1.7%	3.9%	4.5%	0.0%	2.7%	3.3%	0.0%	0.0%	7.3%	6.1%	5.6%	3.3%	4.4%	1.4%
Hydaburg	Dropouts	1	1	0	0	0	0	0	3	1	3	2	2	2	1	0	0	0	2
	Dropout Rate	2.4%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.5%	1.9%	5.9%	4.5%	4.0%	4.2%	2.2%	0.0%	0.0%	0.0%	5.4%
Iditarod Area	Dropouts	3	3	1	5	17	2	6	4	6	7	9	4	30	14	11	11	31	19
	Dropout Rate	2.0%	2.2%	0.6%	3.0%	9.2%	1.1%	3.5%	2.4%	3.5%	2.9%	3.0%	1.5%	16.0%	7.3%	6.5%	6.4%	16.8%	11.4%
Juneau	Dropouts	114	96	135	141	91	88	91	87	73	98	161	198	120	102	148	161	112	130
	Dropout Rate	5.6%	4.6%	6.0%	6.3%	4.0%	3.6%	3.5%	3.3%	2.7%	3.7%	6.2%	7.5%	4.5%	3.8%	5.5%	5.9%	4.2%	5.1%



Dropout rates are calculated using grades 7-12.

# District Dropout Rates

02/15/09

School District	Data	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Kake	Dropouts	1	0	2	1	0	4	5	0	5	3	1	1	2	1	3	3	4	1
	Dropout Rate	1.1%	0.0%	2.6%	1.3%	0.0%	5.6%	7.4%	0.0%	6.3%	3.9%	1.2%	1.0%	2.3%	1.2%	3.8%	4.4%	6.9%	2.0%
Kashunamiut	Dropouts	1	4	1	5	3	3	9	2	2	6	6	4	3	0	16	13	5	0
	Dropout Rate	1.5%	5.8%	1.5%	6.8%	3.8%	3.4%	10.2%	2.2%	2.0%	5.1%	4.9%	3.0%	1.9%	0.0%	9.4%	8.6%	3.1%	0.0%
Kenai Peninsula	Dropouts	112	91	99	246	130	182	115	187	211	233	263	259	173	211	123	144	192	215
	Dropout Rate	2.9%	2.4%	2.4%	5.8%	2.9%	3.9%	2.4%	3.7%	4.3%	4.6%	5.3%	5.1%	3.5%	4.3%	2.5%	3.0%	4.0%	4.5%
Ketchikan	Dropouts	68	60	71	55	74	84	115	84	118	82	72	67	54	38	104	64	74	102
	Dropout Rate	5.4%	4.7%	5.4%	4.1%	5.8%	6.4%	8.6%	6.7%	9.2%	6.8%	6.1%	5.5%	4.6%	3.3%	9.1%	5.8%	6.4%	9.5%
Klawock	Dropouts	2	7	2	4	9	5	4	2	3	2	6	6	6	3	3	1	3	4
	Dropout Rate	2.4%	7.8%	2.2%	4.4%	9.9%	5.2%	4.5%	2.0%	3.3%	2.1%	7.3%	6.7%	8.5%	4.3%	3.6%	1.5%	4.1%	6.0%
Kodiak Island	Dropouts	20	18	23	13	39	21	21	30	42	51	41	27	38	42	32	37	47	47
	Dropout Rate	1.9%	1.6%	2.0%	1.0%	3.2%	1.7%	1.7%	2.4%	3.4%	4.2%	3.3%	2.0%	2.9%	3.2%	2.4%	2.7%	3.7%	3.7%
Kuspuk	Dropouts	1	5	7	2	0	5	6	5	12	32	10	20	10	3	18	25	14	14
	Dropout Rate	0.7%	3.2%	4.1%	1.1%	0.0%	2.7%	2.9%	2.5%	6.0%	15.2%	5.1%	10.2%	4.8%	1.4%	8.7%	12.1%	7.0%	7.4%
Lake & Peninsula	Dropouts	6	6	3	7	6	4	0	4	4	5	11	0	8	4	13	11	13	6
	Dropout Rate	4.8%	4.3%	2.0%	3.7%	3.3%	2.0%	0.0%	1.7%	1.6%	2.4%	5.3%	0.0%	4.0%	2.0%	6.4%	5.2%	6.5%	2.9%
Lower Kuskokwim	Dropouts	29	43	42	55	56	54	64	78	122	127	164	156	181	159	128	135	149	128
	Dropout Rate	2.7%	4.0%	3.9%	4.9%	4.8%	4.4%	5.1%	6.1%	9.2%	9.0%	11.6%	10.9%	13.3%	11.4%	9.2%	9.2%	9.6%	8.3%
Lower Yukon	Dropouts	25	27	26	58	32	32	36	22	49	83	125	101	87	78	50	48	61	79
	Dropout Rate	4.7%	5.0%	5.0%	10.5%	5.9%	5.6%	6.0%	3.4%	7.1%	11.2%	16.7%	13.2%	10.6%	9.2%	5.9%	5.8%	7.5%	9.1%
Mat-Su	Dropouts	146	129	147	119	199	321	162	288	204	198	221	298	307	289	438	387	326	328
	Dropout Rate	3.8%	3.0%	3.2%	2.4%	3.7%	5.7%	2.9%	4.7%	3.2%	3.2%	3.5%	4.5%	4.4%	4.1%	6.1%	5.2%	4.3%	4.2%
Mt. Edgecumbe	Dropouts	1	1	0	0	0	1	0	0	0	0	0	0	9	0	0	0	0	0
	Dropout Rate	0.5%	0.5%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Nenana	Dropouts	0	0	4	6	6	5	3	4	1	0	113	8	5	8	52	38	23	201
	Dropout Rate	0.0%	0.0%	4.5%	7.3%	9.7%	7.5%	4.1%	6.3%	0.7%	0.0%	16.2%	1.1%	0.9%	1.6%	12.8%	9.5%	6.0%	32.0%
Nome	Dropouts	3	1	0	7	0	4	2	5	3	4	0	19	11	15	9	13	20	25
	Dropout Rate	1.0%	0.3%	0.0%	2.4%	0.0%	1.3%	0.6%	1.5%	0.9%	1.2%	0.0%	6.2%	3.6%	4.7%	2.5%	3.5%	5.5%	7.4%

Dropout rates are calculated using grades 7-12.

# District Dropout Rates

02/15/09

School District	Data	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
North Slope	Dropouts	17	28	26	33	25	35	31	19	32	46	80	47	99	56	65	51	68	50
	Dropout Rate	3.7%	5.4%	4.8%	5.7%	4.1%	5.7%	4.4%	2.5%	4.3%	5.7%	9.5%	5.4%	11.1%	6.2%	7.6%	5.9%	8.6%	6.5%
Northwest Arctic	Dropouts	28	31	41	37	64	40	29	68	37	52	79	58	80	55	26	65	91	113
	Dropout Rate	4.8%	4.9%	6.3%	5.2%	9.4%	5.8%	4.0%	9.5%	4.9%	6.3%	9.6%	6.6%	8.9%	5.9%	2.9%	7.0%	10.0%	13.1%
Pelican	Dropouts	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1
	Dropout Rate	7.1%	8.3%	0.0%	0.0%	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%	11.1%
Petersburg	Dropouts	2	7	7	3	7	1	5	4	7	7	8	8	6	3	3	5	11	3
	Dropout Rate	0.7%	2.5%	2.4%	1.0%	2.2%	0.3%	1.5%	1.1%	2.0%	2.1%	2.4%	2.5%	1.9%	0.9%	0.9%	1.6%	3.8%	1.1%
Pribilof	Dropouts	2	0	1	0	0	3	0	0	2	2	0	0	6	2	0	0	2	0
	Dropout Rate	5.4%	0.0%	2.5%	0.0%	0.0%	4.6%	0.0%	0.0%	2.8%	2.8%	0.0%	0.0%	12.5%	4.3%	0.0%	0.0%	4.1%	0.0%
Saint Mary's	Dropouts	0	0	1	4	1	0	2	1	3	5	3	4	5	2	6	1	1	3
	Dropout Rate	0.0%	0.0%	2.6%	11.4%	3.0%	0.0%	4.4%	2.4%	7.1%	11.4%	6.7%	7.3%	8.3%	3.6%	9.1%	1.4%	1.1%	3.5%
Sitka	Dropouts	31	12	25	21	15	42	37	32	30	25	42	38	42	29	23	18	18	23
	Dropout Rate	4.4%	1.6%	3.1%	2.5%	1.8%	5.3%	4.6%	3.9%	3.8%	3.1%	5.7%	5.1%	5.6%	4.1%	3.3%	2.6%	2.6%	3.5%
Skagway	Dropouts	2	1	0	1	1	3	1	1	1	0	3	1	0	0	1	0	1	2
	Dropout Rate	3.1%	1.5%	0.0%	1.3%	1.5%	4.4%	1.4%	1.7%	1.8%	0.0%	5.1%	2.0%	0.0%	0.0%	1.9%	0.0%	2.0%	3.6%
Southeast Island	Dropouts	9	3	3	0	3	9	4	3	4	4	4	5	4	0	0	5	2	7
	Dropout Rate	3.9%	1.6%	1.7%	0.0%	1.9%	5.0%	2.6%	2.2%	3.0%	2.8%	3.0%	4.3%	3.6%	0.0%	0.0%	5.1%	2.0%	8.9%
Southwest Region	Dropouts	6	2	9	4	3	13	10	7	8	11	13	17	10	12	17	15	14	7
	Dropout Rate	3.9%	1.3%	5.4%	2.2%	1.7%	6.6%	4.7%	3.0%	3.2%	4.4%	4.7%	5.9%	3.4%	4.4%	5.4%	5.1%	4.4%	2.3%
Tanana	Dropouts	0	1	1	0	0	0	0	3	0	0	0	2	1	3	16	3	0	3
	Dropout Rate	0.0%	4.0%	3.0%	0.0%	0.0%	0.0%	0.0%	5.4%	0.0%	0.0%	0.0%	7.1%	2.6%	5.0%	18.6%	7.3%	0.0%	9.7%
Unalaska	Dropouts	0	7	5	3	7	4	3	7	8	0	0	0	2	0	1	1	3	1
	Dropout Rate	0.0%	6.9%	3.9%	2.2%	5.0%	3.2%	1.9%	4.2%	5.1%	0.0%	0.0%	0.0%	1.2%	0.0%	0.6%	0.6%	1.8%	0.6%
Valdez	Dropouts	4	14	15	13	16	13	11	11	13	3	3	9	5	13	7	8	4	2
	Dropout Rate	1.0%	3.4%	3.4%	3.5%	4.2%	3.5%	2.9%	2.8%	3.5%	0.7%	0.7%	2.1%	1.2%	2.9%	1.7%	2.0%	1.1%	0.6%
Wrangell	Dropouts	16	9	7	12	5	6	3	5	9	3	3	3	18	2	9	2	5	1
	Dropout Rate	7.9%	4.4%	3.6%	5.8%	2.0%	2.4%	1.3%	2.2%	3.5%	1.2%	1.3%	1.4%	8.3%	1.0%	4.8%	1.1%	2.8%	0.5%

Dropout rates are calculated using grades 7-12.

District Dropout Rates

02/15/09

School District	Data	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Yakutat	Dropouts	2	1	0	1	1	4	3	0	0	0	4	0	2	0	2	1	1	4
	Dropout Rate	3.9%	1.9%	0.0%	1.6%	1.5%	5.7%	4.3%	0.0%	0.0%	0.0%	5.6%	0.0%	2.7%	0.0%	2.7%	1.3%	1.5%	5.8%
Yukon Flats	Dropouts	2	6	18	17	18	6	10	18	8	19	20	6	10	17	7	8	2	14
	Dropout Rate	1.1%	3.6%	10.7%	9.4%	10.8%	3.3%	5.4%	9.3%	5.5%	13.3%	13.9%	4.7%	6.9%	12.2%	5.8%	6.5%	1.7%	12.1%
Yukon/Koyukuk	Dropouts	4	4	6	6	2	5	9	10	4	14	0	25	12	73	69	11	35	28
	Dropout Rate	2.0%	1.9%	2.8%	2.4%	0.8%	1.8%	3.3%	3.8%	1.7%	6.2%	0.0%	11.6%	2.9%	7.4%	7.1%	1.3%	4.9%	4.4%
Yupit	Dropouts	6	0	2	15	2	7	7	4	3	24	21	32	16	23	20	19	34	34
	Dropout Rate	5.2%	0.0%	1.5%	10.7%	1.6%	5.2%	4.6%	2.6%	1.8%	14.1%	12.1%	18.0%	9.6%	12.5%	10.5%	9.2%	17.1%	17.3%
Statewide	Dropouts	2,199	2,041	1,802	2,010	2,078	2,189	1,995	1,952	2,299	3,088	3,709	3,538	3,361	3,033	3,791	3,642	3,434	3,232
	Dropout Rate	4.9%	4.4%	3.7%	3.9%	3.9%	4.1%	3.6%	3.4%	3.8%	5.1%	6.2%	5.8%	5.4%	4.9%	6.0%	5.8%	5.5%	5.2%

6.

Alaska Department of Education  
and Early Development

Public School Dropouts  
Grades 7-12

02/13/09

2000-2001	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
Race/Ethnic Group	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,699	2,497	2,855	2,177	1,832	1,623	13,683	22.7%	1,295	9.5%	1,295	34.9%
Asian/Pacific Islander	610	591	585	580	512	515	3,393	5.6%	106	3.1%	106	2.9%
Black	535	434	474	362	340	325	2,470	4.1%	154	6.2%	154	4.2%
Hispanic	353	339	340	266	257	240	1,795	3.0%	182	10.1%	182	4.9%
Mixed Ethnicity	132	131	136	135	129	206	869	1.4%	56	6.4%	56	1.5%
Unknown	4	1	1	1	2	3	12	0.0%	0	0.0%	0	0.0%
White	6,528	6,384	7,192	6,589	5,815	5,423	37,931	63.1%	1,916	5.1%	1,916	51.7%
Statewide Totals	10,861	10,377	11,583	10,110	8,887	8,335	60,153		3,709	6.2%	3,709	

\* Based on October 1 enrollments

Page 1 of 8

2001-2002	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
Race/Ethnic Group	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,786	2,650	2,944	2,270	1,902	1,671	14,223	23.3%	1,342	9.4%	1,342	37.9%
Asian/Pacific Islander	617	645	637	588	582	513	3,582	5.9%	164	4.6%	164	4.6%
Black	510	522	469	416	347	337	2,601	4.3%	192	7.4%	192	5.4%
Hispanic	394	349	358	286	243	252	1,882	3.1%	112	6.0%	112	3.2%
Mixed Ethnicity	150	126	302	120	121	128	947	1.5%	44	4.6%	44	1.2%
White	6,510	6,410	7,024	6,467	6,045	5,439	37,895	62.0%	1,684	4.4%	1,684	47.6%
Statewide Totals	10,967	10,702	11,734	10,147	9,240	8,340	61,130		3,538	5.8%	3,538	

\* Based on October 1 enrollments

2002-2003	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
Race/Ethnic Group	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,758	2,768	3,134	2,390	1,917	1,734	14,701	23.7%	1,332	9.1%	1,332	39.6%
Asian/Pacific Islander	673	647	681	657	590	593	3,841	6.2%	236	6.1%	236	7.0%
Black	513	471	549	410	394	364	2,701	4.4%	177	6.6%	177	5.3%
Hispanic	421	366	369	338	257	263	2,014	3.2%	124	6.2%	124	3.7%
Mixed Ethnicity	313	245	251	189	180	186	1,364	2.2%	0	0.0%	0	0.0%
White	6,525	6,343	6,897	6,235	5,736	5,670	37,406	60.3%	1,492	4.0%	1,492	44.4%
Statewide Totals	11,203	10,840	11,881	10,219	9,074	8,810	62,027		3,361	5.4%	3,361	

\* Based on October 1 enrollments

2003-2004	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
Race/Ethnic Group	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,820	2,777	3,259	2,548	1,980	1,773	15,157	24.3%	1,233	8.1%	1,233	40.7%
Asian/Pacific Islander	675	701	666	690	622	612	3,966	6.3%	173	4.4%	173	5.7%
Black	529	486	473	479	353	379	2,699	4.3%	161	6.0%	161	5.3%
Hispanic	399	412	390	341	313	279	2,134	3.4%	110	5.2%	110	3.6%
Mixed Ethnicity	190	197	161	160	143	140	991	1.6%	52	5.2%	52	1.7%
White	6,482	6,567	6,854	6,405	5,750	5,468	37,526	60.1%	1,304	3.5%	1,304	43.0%
Statewide Totals	11,095	11,140	11,803	10,623	9,161	8,651	62,473		3,033	4.9%	3,033	

\* Based on October 1 enrollments

2004-2005	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
Race/Ethnic Group	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,835	2,739	3,190	2,654	2,245	1,862	15,525	24.7%	1,276	8.2%	1,276	33.7%
Asian/Pacific Islander	715	668	710	642	669	627	4,031	6.4%	235	5.8%	235	6.2%
Black	503	497	495	429	445	340	2,709	4.3%	253	9.3%	253	6.7%
Hispanic	413	396	437	390	317	308	2,261	3.6%	195	8.6%	195	5.1%
Mixed Ethnicity	226	212	196	150	142	143	1,069	1.7%	0	0.0%	0	0.0%
White	6,195	6,345	6,906	6,399	5,807	5,486	37,138	59.2%	1,832	4.9%	1,832	48.3%
<b>Statewide Totals</b>	<b>10,887</b>	<b>10,857</b>	<b>11,934</b>	<b>10,664</b>	<b>9,625</b>	<b>8,766</b>	<b>62,733</b>		<b>3,791</b>	<b>6.0%</b>	<b>3,791</b>	

\* Based on October 1 enrollments



2005-2006	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
Race/Ethnic Group	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,653	2,812	3,079	2,716	2,416	2,213	15,889	25.2%	1,333	8.4%	1,333	36.6%
Asian/Pacific Islander	696	703	695	744	681	692	4,211	6.7%	221	5.2%	221	6.1%
Black	451	465	488	458	407	459	2,728	4.3%	210	7.7%	210	5.8%
Hispanic	440	416	397	422	354	355	2,384	3.8%	173	7.3%	173	4.8%
Mixed Ethnicity	243	241	223	203	155	151	1,216	1.9%		0.0%	0	0.0%
White	5,793	6,156	6,523	6,492	6,032	5,708	36,704	58.1%	1,705	4.6%	1,705	46.8%
Statewide Totals	10,276	10,793	11,405	11,035	10,045	9,578	63,132		3,642	5.8%	3,642	

\* Based on October 1 enrollments

2006-2007	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
Race/Ethnic Group	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,531	2,561	3,159	2,705	2,396	2,379	15,731	25.1%	1,299	8.3%	1,299	37.8%
Asian/Pacific Islander	686	670	702	711	734	682	4,185	6.7%	198	4.7%	198	5.8%
Black	425	454	452	459	435	430	2,655	4.2%	190	7.2%	190	5.5%
Hispanic	416	443	443	400	413	371	2,486	4.0%	161	6.5%	161	4.7%
Mixed Ethnicity	330	299	272	275	231	179	1,586	2.5%	168	10.6%	168	4.9%
White	5,766	5,728	6,309	6,289	6,017	5,998	36,107	57.5%	1,418	3.9%	1,418	41.3%
<b>Statewide Totals</b>	<b>10,154</b>	<b>10,155</b>	<b>11,337</b>	<b>10,839</b>	<b>10,226</b>	<b>10,039</b>	<b>62,750</b>		<b>3,434</b>	<b>5.5%</b>	<b>3,434</b>	

\* Based on October 1 enrollments

2007-2008	Enrollment Totals by Grade*								Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
Race/Ethnic Group	7	8	9	10	11	12	Total 7-12	% 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	Dropouts % 7-12
AK Native/Amer. Indian	2,226	2,312	2,768	2,530	2,320	2,213	14,369	23.2%	1,224	8.5%	1,224	37.9%
Asian/Pacific Islander	712	705	727	747	768	764	4,423	7.2%	213	4.8%	213	6.6%
Black	364	348	400	373	419	390	2,294	3.7%	162	7.1%	162	5.0%
Hispanic	541	526	591	562	510	536	3,266	5.3%	176	5.4%	176	5.4%
Mixed Ethnicity	550	501	531	507	491	494	3,074	5.0%	185	6.0%	185	5.7%
White	5,428	5,561	5,703	5,920	6,092	5,693	34,397	55.6%	1,272	3.7%	1,272	39.4%
<b>Statewide Totals</b>	<b>9,821</b>	<b>9,953</b>	<b>10,720</b>	<b>10,639</b>	<b>10,600</b>	<b>10,090</b>	<b>61,823</b>		<b>3,232</b>	<b>5.2%</b>	<b>3,232</b>	

\* Based on October 1 enrollments

## Graduation Rates in Alaska Fact Sheet

**The Graduation Rate** is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade nine three school years prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.

A **graduate** is defined as a student who was received a regular diploma from a state- or district-approved education program, as evidenced by receipt of a secondary school diploma from school authorities. Any student who receives a diploma under a waiver from the competency examination required under AS 14.03075 (a), as specified by the state board is considered to be a graduate. This does not include an individual who:

- receives a certificate of completion;
- receives a certificate of attendance;

The statewide Graduation Rate has remained relatively consistent over the last five years, however the number of graduates has increased for four consecutive years:

<u>School Year</u>	<u>Graduation Rate</u>	<u>Graduate Count</u>
2004	62.9%	7,290
2005	61.4%	6,905
2006	61.6%	7,361
2007	63.0%	7,666
2008	62.6%	7,855

The Alaska Native/American Indian Graduation Rate has shown improvement over the same five year time period:

<u>School Year</u>	<u>Graduation Rate</u>	<u>Graduate Count</u>
2004	46.1%	1,327
2005	43.2%	1,233
2006	45.1%	1,442
2007	51.2%	1,689
2008	48.1%	1,523

Please note that the new Graduation Rate required by the Final Title 1 Regulations under NCLB will use a different calculation. The new Graduation Rate, also known as the Four-Year Adjusted Cohort Rate, will follow an actual group of students across four years of high school. Alaska will no longer be incorporating prior years' counts of dropouts to calculate the Graduation Rate.

**District Totals**

**Graduation Rate**

School Year		2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
2007-2008		7,855	1,549	1,038	776	693	638	62.6%
<b>STATEWIDE</b>								

District Number	District Name	2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
03	Alaska Gateway	24	2	0	4	4	0	70.6%
04	Aleutian Region	0	0	0	0	0	0	#DIV/0!
56	Aleutians East	18	1	1	0	1	1	81.8%
05	Anchorage	2,963	634	373	241	233	148	64.5%
06	Annette Island	26	0	2	2	2	1	78.8%
07	Bering Strait	71	58	49	15	16	16	31.6%
08	Bristol Bay	15	0	1	0	1	0	88.2%
09	Chatham	9	1	1	0	0	1	75.0%
10	Chugach	4	5	3	0	2	0	28.6%
11	Copper River	39	5	2	1	0	4	76.5%
12	Cordova City	42	0	1	1	1	0	93.3%
13	Craig City	24	4	5	0	3	1	64.9%
14	Delta-Greely	62	6	28	112	51	33	21.2%
02	Denali	17	3	1	0	1	0	77.3%
15	Dillingham	34	12	7	5	5	5	50.0%
16	Fairbanks	826	207	149	98	74	123	55.9%
17	Galena	181	121	43	14	1	1	50.1%
18	Haines	34	1	0	2	0	1	89.5%
19	Hoonah	14	3	0	2	0	4	60.9%
20	Hydaburg	4	0	2	0	0	0	66.7%
21	Iditarod	17	3	8	6	3	1	44.7%
22	Juneau	418	22	37	20	41	24	74.4%
23	Kake	5	1	1	2	1	1	45.5%
55	Kashunamiut	8	14	0	2	2	8	23.5%
24	Kenai Peninsula	623	82	49	53	42	18	71.9%
25	Ketchikan	125	23	47	15	12	22	51.2%
27	Klawock	8	0	1	2	1	1	61.5%
28	Kodiak Island	185	21	15	9	8	0	77.7%
29	Kuspuk	37	2	7	1	3	3	69.8%



**District Totals**

**Graduation Rate**

School Year		2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
2007-2008		7,855	1,549	1,038	776	693	638	62.6%
<b>STATEWIDE</b>								

District Number	District Name	2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
30	Lake and Peninsula	25	20	3	3	3	0	46.3%
31	Lower Kuskokwim	134	21	15	23	38	39	49.6%
32	Lower Yukon	112	59	36	2	0	3	52.8%
33	Mat-Su	932	94	69	69	84	84	70.0%
98	Mt Edgecumbe	69	5	0	0	0	0	93.2%
34	Nenana	58	28	41	6	7	10	38.7%
35	Nome	35	0	5	2	5	5	67.3%
36	North Slope	104	20	7	17	12	23	56.8%
37	Northwest Arctic	98	5	6	12	18	13	64.5%
38	Pelican	0	0	0	0	0	0	#DIV/0!
39	Petersburg	49	0	0	8	1	1	83.1%
40	Pribilof	4	0	0	1	0	0	80.0%
46	Saint Mary's	12	2	0	1	0	2	70.6%
42	Sitka	109	13	3	5	5	2	79.6%
43	Skagway	14	0	1	1	0	0	87.5%
44	Southeast Island	8	0	1	0	3	0	66.7%
45	Southwest Region	28	5	1	4	4	4	60.9%
53	Tanana	5	0	0	0	1	2	62.5%
47	Unalaska	30	0	0	0	0	0	100.0%
48	Valdez	61	2	1	3	1	1	88.4%
49	Wrangell	29	0	0	2	0	1	90.6%
50	Yakutat	12	0	3	0	0	0	80.0%
51	Yukon Flats	18	0	3	0	1	1	78.3%
52	Yukon-Koyukuk	53	38	9	3	1	18	43.4%
54	Yupitit	23	6	1	7	1	12	46.0%

## Graduation Rate

2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
7,855	1,549	1,038	776	693	638	62.6%

	2008 High School Graduates	2008 Grade 12 Continuing Students	2008 Grade 12 Dropouts	2007 Grade 11 Dropouts	2006 Grade 10 Dropouts	2005 Grade 9 Dropouts	2008 Graduation Rate
Male	3833	910	590	413	378	349	59.2%
Female	4022	639	448	363	315	289	66.2%
African American	262	86	49	48	29	36	51.4%
Alaska Native	1453	453	359	254	261	247	48.0%
American Indian	70	11	12	11	14	24	49.3%
Asian/Pac. Islander	575	111	76	52	28	24	66.4%
Caucasian	4742	713	423	336	327	277	69.6%
Hispanic	389	68	65	32	19	26	64.9%
Two or More Races	364	107	54	43	15	4	62.0%
SWD	532	351	109	105	102	58	42.3%
SWOD	7323	1198	929	671	591	580	64.9%
LEP	616	276	150	112	97	93	45.8%
ECON. DIS	1832	650	349	259	233	131	53.0%

AK Nat./Amer. Ind.	1523	464	371	265	275	271	48.1%
--------------------	------	-----	-----	-----	-----	-----	-------

Dropouts  
2004-2005 and 2005-2006

3/6/2009

10.

2007-2008										ENROLLMENT TOTALS BY GRADE*										Dropout Rates	
																				Dropouts Count	Dropout Rate
Race/Ethnic Group										7	8	9	10	11	12	Total 7-12	7-12	7-12			
Special Education										1,278	1,244	1,307	1,155	1,114	1,176	7,274	466	6.41%			
Regular Education										8,543	8,710	9,412	9,484	9,485	8,916	54,550	2,766	5.07%			
Statewide Totals										9,821	9,954	10,719	10,639	10,599	10,092	61,824	3,232	5.23%			

2006-2007		ENROLLMENT TOTALS BY GRADE*								Dropout Rates	
								Total	Dropouts Count	Dropout Rate	
Race/Ethnic Group	7	8	9	10	11	12	7-12		7-12	7-12	
Special Education	1,321	1,288	1,337	1,201	1,059	1,181	7,387		451	6.11%	
Regular Education	8,833	8,867	10,000	9,638	9,167	8,858	55,363		2,983	5.39%	
Statewide Totals	10,154	10,155	11,337	10,839	10,226	10,039	62,750		3,434	5.47%	

2005-2006		ENROLLMENT TOTALS BY GRADE*								Dropout Rates	
								Total	Dropouts Count	Dropout Rate	
Race/Ethnic Group	7	8	9	10	11	12	7-12		7-12	7-12	
Special Education	1,362	1,298	1,361	1,204	1,082	1,043	7,350	441		6.00%	
Regular Education	8,914	9,495	10,044	9,831	8,963	8,535	55,782	3,201		5.74%	
Statewide Totals	10,276	10,793	11,405	11,035	10,045	9,578	63,132	3,642		5.77%	

\* Based on October 1 enrollments



Dropouts  
2004-2005 and 2005-2006

3/6/2009

2004-2005 as given to Patrick		ENROLLMENT TOTALS BY GRADE*										Dropout Rates	
Race/Ethnic Group		7	8	9	10	11	12	Total	Dropouts Count	Dropout Rate			
Special Education		1,396	1,389	1,400	1,224	947	910	7,266	456	6.28%			
Regular Education		9,491	9,468	10,534	9,440	8,678	7,856	55,467	4,217	7.60%			
Statewide Totals		10,887	10,857	11,934	10,664	9,625	8,766	62,733	4,673	7.45%			

2004-2005 Final		ENROLLMENT TOTALS BY GRADE*								Dropout Rates	
Race/Ethnic Group	7	8	9	10	11	12	Total 7-12	Dropouts Count 7-12	Dropout Rate 7-12		
Special Education	1,396	1,389	1,400	1,224	947	910	7,266	361	4.97%		
Regular Education	9,491	9,468	10,534	9,440	8,678	7,856	55,467	3,430	6.18%		
Statewide Totals	10,887	10,857	11,934	10,664	9,625	8,766	62,733	3,791	6.04%		

\* Based on October 1 enrollments

Dropouts  
Grades 7-12  
2006 2007 2008

3/6/2009

2005-2006	Enrollment*		Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	Total	%	Dropouts	Dropouts	Dropouts	Dropouts
Race/Ethnic Group	7-12	7-12	Count	%	Count	%
AK Native/Amer. Indian	15,889	25.2%	1,333	8.4%	1,333	36.6%
Asian/Pacific Islander	4,211	6.7%	221	5.2%	221	6.1%
Black	2,728	4.3%	210	7.7%	210	5.8%
Hispanic	2,384	3.8%	173	7.3%	173	4.8%
Mixed Ethnicity	1,216	1.9%	0	0.0%	0	0.0%
White	36,704	58.1%	1,705	4.6%	1,705	46.8%
Male	32,444	51.4%	2,012	6.2%	2,012	55.2%
Female	30,688	48.6%	1,630	5.3%	1,630	44.8%
LEP	9,782	15.5%	552	5.6%	552	15.2%
Economically Disadv	23,429	37.1%	1,138	4.9%	1,138	31.2%
SWD**	7350	11.6%	441	6.0%	441	12.1%
<b>Statewide Totals</b>	<b>63,132</b>		<b>3,642</b>	<b>5.8%</b>	<b>3,642</b>	

2006-2007	Enrollment*		Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	Total	%	Dropouts	Dropouts	Dropouts	Dropouts
Race/Ethnic Group	7-12	7-12	Count	%	Count	%
AK Native/Amer. Indian	15,731	25.1%	1,299	8.3%	1,299	37.8%
Asian/Pacific Islander	4,185	6.7%	198	4.7%	198	5.8%
Black	2,655	4.2%	190	7.2%	190	5.5%
Hispanic	2,486	4.0%	161	6.5%	161	4.7%
Mixed Ethnicity	1,586	2.5%	168	10.6%	168	4.9%
White	36,107	57.5%	1,418	3.9%	1,418	41.3%
Male	32,120	51.2%	1,850	5.8%	1,850	53.9%
Female	30,630	48.8%	1,584	5.2%	1,584	46.1%
LEP	8,342	13.3%	606	7.3%	606	17.6%
Economically Disadv	0	0.0%	1,274	#DIV/0!	1,274	37.1%
SWD	7387	11.8%	451	6.1%	451	13.1%
<b>Statewide Totals</b>	<b>62,750</b>		<b>3,434</b>	<b>5.5%</b>	<b>3,434</b>	

\* Based on October 1 enrollments

\*\* Students with disabilities

2007-2008	Enrollment*		Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	Total	%	Dropouts Count	Dropouts %	Dropouts Count	Dropouts %
Race/Ethnic Group	7-12	7-12	7-12	7-12	7-12	7-12
AK Native/Amer. Indian	14,369	23.2%	1,224	8.5%	1,224	37.9%
Asian/Pacific Islander	4,423	7.2%	213	4.8%	213	6.6%
Black	2,294	3.7%	162	7.1%	162	5.0%
Hispanic	3,266	5.3%	176	5.4%	176	5.4%
Mixed Ethnicity	3,074	5.0%	185	6.0%	185	5.7%
White	34,397	55.6%	1,272	3.7%	1,272	39.4%
Male	31,718	51.3%	1797	5.7%	1797	55.6%
Female	30,105	48.7%	1435	4.8%	1435	44.4%
LEP	7,438	12.0%	547	7.4%	547	16.9%
Economically Disadv	20,702	33.5%	1150	5.6%	1150	35.6%
SWD	7,274	11.8%	466	6.4%	466	14.4%
<b>Statewide Totals</b>	<b>61,823</b>		<b>3,232</b>	<b>5.2%</b>	<b>3,232</b>	

\* Based on October 1 enrollments

\*\* Students with disabilities

## Dropout Prevention

Continuing previous work on improving graduation rates in Alaska, Commissioner LeDoux convened a group of stakeholders to discuss issues around Alaska's graduation rate. The group met on February 19-20 at the Talking Book Library in Anchorage.

The group examined data on Alaska's graduation rates and dropout [leaver] rates and then discussed what Alaska's data means. The group listed possible reasons why students aren't graduating and discussed strategies for recovering and retaining leavers. The group also brainstormed ideas for immediate and long-term strategies to address the issue on the student, classroom, school, family and the community levels.

Ronalda Cadiente-Brown from Juneau School District shared what her district has done to increase the graduation rates in the district.

The next meeting of the group will be in April in conjunction with ASDN's Dropout Prevention Conference.

---

**From:** McCormick, Erik A (EED) [erik.mccormick@alaska.gov]  
**Sent:** Tuesday, March 10, 2009 12:50 PM  
**To:** Louie Flora  
**Cc:** Herman, Marcy J (EED)  
**Subject:** Dropout Prevention Overview  
**Attachments:** Erik McCormick (erik.mccormick@alaska.gov).vcf; Immediate Strategies draft.doc; Brainstorm - Ideas for Immediate Strategies.doc; Group 1 Why do Students Leave.doc; Group 2 Why do Students Leave.doc

Hi Louie.

Sorry for the delay. I was absorbed into a meeting.

Attached are some of my notes from the recent Dropout Prevention meeting. These were all recorded from chart pack sheets in brainstorm sessions. They are raw and are yet to be edited.

The following two documents were topics that were brainstormed on the first day of the meeting under Commissioner LeDoux's facilitation.

*Group 1 Why do Students Leave.doc*  
*Group 2 Why do Students Leave.doc*

The remaining two documents were topics brainstormed from the second day under my facilitation.

*Brainstorm - Ideas for Immediate Strategies.doc*  
*Immediate Strategies draft.doc*

The *Brainstorm* document was the initial conversation discussing how to recover and retrain student leavers. The *Immediate Strategies* document identifies ideas for possible specific strategies to be discussed at the next meeting.

Please let me know if you have any further questions.

In a second e-mail I will share with you documents distributed to those attending the meeting.

Thank you.  
Erik

Erik McCormick  
Director  
Assessment, Accountability &  
Information Management  
Alaska Dept. of Education &  
Early Development  
Phone: (907) 465-8686  
Mobile: (907) 723-3735  
Fax: (907) 465-8400  
e-mail: [erik.mccormick@alaska.gov](mailto:erik.mccormick@alaska.gov)

3/10/2009

**Group 1**  
**Why do Students Leave**

**Student**

Relationships  
Bully  
Technology  
Stress – Family/Crisis  
Motivated to Work  
Peer Pressure  
Fear of Failure  
Lack of Mentor/Caring Adult  
Survival Mode  
Lack of Goals  
Fear of Failure  
Insecure  
Rejection/Negative self-portrait  
Peer discord  
Chemical dependency/Addiction

**School**

Education Environment  
Inflexibility of System  
Not being held accountable  
Relationships – don't care  
Bullying  
Technology  
Stress  
Interest  
Caring Adults/Mentors (Lack of)  
Inconsistently apply policies  
Learning constant time variable

**Family**

Relationship  
Technology  
Stress  
Motivated to work  
Economic  
Divorce/Single Parent  
Transportation  
Change in Social Norms  
Hunger, cold, medical

**Community**

Relationship

Economic

Social services to support students (lack of)

Lack of choices in community

Change in Social Norms

**Group 2**  
**Why do students leave?**

1. A Over age/Under Credit
2. B Lack of Vision
3. A Systemic/Ranking
4. A Label (students & schools
5. B Pregnancy
6. D Lack of Family Structure
7. D Stay home and take care of siblings
8. A Repeat of discipline
9. B Risk behaviors without treatment
10. A Teachers giving up on them
11. B Rural Schools – teacher student relationship
12. D Learning disabilities FAS/FAE
13. B Mental illness
14. A Lack of guidance/plan for graduation (lack of role models)
15. D Homeless
16. D Language Barriers
17. A Education System
18. C Subsistence schedules(school day)/calendar
19. A Traditional calendar
20. B Bullying/Fear
21. D Mobility Factor
22. A Grading Policies/fear factor
23. D Attendance

A School Related  
B Student Related  
C Community  
D Family



**Brainstorm – Ideas for Immediate Strategies (goals included)**

Increase & publicize the COA students enrolling & counting the student count

Develop a system that accurately reflects the actual true graduation rate

Develop ILP (Individual Learning Plan) with parents & students

Amend/Review regulations allowing GED recipients to pursue a high school diploma

Utilize existing teacher prep programs to increase awareness and experience

Identify opportunities to build stronger relationships between school & community through shared goals & services (goal).

Create a public awareness truancy plan.

Create a positive school environment (goal).

Create a positive school environment with a greeter.

Develop a statewide truancy identification system involving all responsible agencies to ensure enforcement.

Take the Voc Ed funding out of block grant.

## **Brainstorm – Ideas for Immediate Strategies (goals included)**

### **Student**

Imagination Library (pre-K)  
Individual Learning Plan  
Volunteer & Service  
Recognition Opportunities  
Mentors (increase)  
Better connections/understanding to career

### **School**

Connector to Resources (funds?)  
Training on service learning  
School staff trained in Social/Emotional  
PR about choice/options  
PD & PreService in standards-based (RISC)  
Broaden or mandate student support services/choice/options  
Are not secondary to instruction

### **Family**

Welcomed in the School  
Connected  
Wal-Mart greeter  
Imagination Library  
Increase Volunteer opportunities  
Family, Business, Community Organization

### **Community**

Increase positive media  
Identify services that can be shared (funding streams)  
Truancy Support

---

**From:** Brad Fluetsch [mailto:brad@fluetschfinancialservices.com]

**Sent:** Wednesday, January 28, 2009 8:31 AM

**To:** Rep. Cathy Munoz

**Subject:** Dropout summary

Dear Representative Munoz,

I brought the Dropout issue up at the Native Issues Forum yesterday and with Senator Elton being Chair of the Senate Education Committee, he asked that I send him the responses to my email.

I have attached the full summary for your information and I already sent a copy to Rep. Kerttula.

*Gunálchéesh*

*Bradley J. Fluetsch, CFA*

*ANB Grand President*

Dear Mr. Fluetsch,

I am a recent high school dropout from the Juneau School District. I hate the term "drop out" because it suggests that I do not adhere to values and aspirations of society. I prefer if you call me a bright potential GED candidate. It is in this regard that I respond, albeit anonymously, to the Grand Camp President's request for information.

I am a Native student and hope to help you understand better the issues and my reasons for leaving JDHS. First, most white teachers are racists in background, teaching style and student preference. Second, I find that they demonstrate this bias in their indifference to many important aspects of being Native. For instance they treat my membership in Native Corporations as if I was a member of a gang. They also seem to resent the fact that my family and I receive our health care from SEARHC. Third, the day to day administration of the public school system in Juneau leaves much to be desired and is not acceptable when the alternative to pursuing a GED exists. The following comments hopefully illustrate my points and will help you as a leader to make necessary changes.

I understand that teachers in Alaska are paid very well and have very good benefits, but when I hear my teachers talking, they seem to be more focused on their retirement and how it is being managed by the State than actually doing their work. How stupid is that? I do not like to think of myself as a racist, but thinking that someone as dumb as the teachers I have can teach me anything is just plain stupid. Also, my teachers touch me when other people aren't looking. No one believes me. Do you?

I hope you will also gather information from white, black, Asians and Mexicans who drop out. Some of them are very smart and hard working with very good values that they try to protect in school. Which brings up another thing? Most of the "popular" girls at JDHS are really mean. They wear outfits trying to show off their bodies and I find this most distracting and I get embarrassed when they laugh at me. Because my body is changing quickly I find it more comfortable not to be walking around in the halls between classes but rather outside of school. It would be better for me if the campus was closed and we had one class room all day. Also, if we could get rid of the football players walking around the halls pushing the Native kids around it might be more fun to be in school.

You know that it is not only Natives that drop out. Another reason I chose to drop out is because there are too many drugs at school; some teachers even smoke. The sodas and the food the other children eat are bad so I can catch fish and hunt instead of going to school and I get to work in my girlfriend's garden during the day (this is really fun.) I think this better prepares me for a future particularly if the same people who work for the State now continue to manage this state and its subsistence resources.

The thing you need to know is that I can spend more time with my girlfriend in her apartment now. So, the food is better, no stupid teachers and my girlfriend can spend all day with me before she goes to work in the evening at the hospital.

I am interested in why you want to know my reasons for dropping out. Can you tell me?

I think dropping out is something everyone should try. The earlier the better as it prepares you to find a less stressful life among not so stupid people. I can read magazines, listen to the news, work on the computer and get ready to ace the GED. Dude, life is good, too short and I don't want to hang out with bullies, mean people, dumb teachers and counselors who talk about suicide all the time.

Gunalchéesh,

Hopefully a future Grand Camp President

Thank you to all who respond to this.

It is my sincere belief that alcohol and drug abuse in the home, learning disabilities, forms of victimization (physical, sexual or emotional), poverty, lack of identity and even shame at being Native are just some of the things at the core of this issue. Many children who come from this environment experiment with marijuana, alcohol, cigarettes and other drugs at an alarmingly early age. Some even before pre-teen years. The effects on the brain at such an early age of development are devastating. And if these individuals have FASD, low self-esteem or any combination of the myriad behavioral disorders out there, those effects increase exponentially. It would seem dropping out for these kids is only a matter of when. I am speaking from personal experience, as I got kicked out of high school. All of the reasons I just listed were contributing factors.

I did get my GED and went on to get a college education. But when I dropped out of high school, I simply didn't care to go to school. I didn't care about my future. I couldn't recognize the relationship between cause and effect. I lacked social skills and felt out of place in school. While I was bright, and when I applied myself I received exemplary grades, I lacked motivation and follow-through. I had a loving immediate family, but we were all experiencing our own dysfunctions, which made objectivity impossible. In short, my feeling was "why bother?"

I agree that early detection and intervention is essential.

Feel free to use my example, Brother Brad. I hope it helps shed some light onto the reasons for this tragic statistic. Please let me know any other way I can assist you. Also, please keep me informed as to the progress LAT is making.

Is it possible to organize an LAT in Ketchikan? I went to the Local chapter of T&H regular meeting yesterday. I plan on attending those as I am able. We could collaborate with them to get this going.

I am cc-ing this to our ANB/ANS camp here. Brother Rob Sanderson is on the T&H Board and he is ANB Sergeant-at-Arms.

Thnak you.

Bill Bird  
ANB Grand Sergeant-at-Arms

Hi,

That's a good point Mary. 😊 I believe that the foundation that my children had were a very big part of their success later on.

When I was living in Juneau, my daughter was attending JDHS, if you all dont know my daughter, she is very quiet. The challenge that we faced, when she nearly dropped out was.

Going from being an honor student with a lot of potential, and then being in a school where she was barely passing, there were several things that effected how she did. She was ready to drop out, and we moved, when we moved back, her grades improved and she ended up graduating with her classmates but she also did what she needed to go on to college.

- 1) Not feeling recognized, not only in the mainstream education system but also the native community.
- 2) We didnt feel like we (because I am so involved in my childrens education) were being taken serious.
- 3) Location, we didnt have the resources to deal with the extreme weather conditions, She missed a whole month of school, due to the weather , there was no bus service. When the weather first hit us, it took me an hour and a half to dig out.
- 4) Very little support to deal with the issues.
- 5) lack of income-our housing rent was so high, that we couldnt even afforded to buy things we needed for her success. when you cant affod clothes, this really affects how we feel)
- 6) Communication with the teachers, Oftentimes I wasnt even called back and it took us awhile to let them know, that she was there. It felt like they "Labeled" her a failure.
- 7) Not all native students were included in the activities, but then when you can barely get to school, these other programs that were there, we never heard of or it was "too late" to register. I believe my children missed out on 2 activities that would have helped them. These were culture camps and school programs.

When we moved, and she had this, we ended up in school districts where the teachers worked hard to help her catch up. I was very fortunate that her advisor worked hard and diligently. He would call us late, late at night and made sure that ALL HIS STUDENTS had information regarding all the opportunities. So, she was able to catch up and by that time she was an honor student her Senior year. So, the most important thing for her success was that we had one person who worked as a liason to help us set goals and not only that but helped us to reach them by informing us.

Juneau is not that big, and for the size I think they can improve their communication to improve Student success. I know of programs in other cities in Alaska and in Washington that are able to pull together more students with varying backgrounds. The key was, unity as well as recognizing different backgrounds. Let us be who we are, and take pride in that. Not all Indians are from the same tribe.

For this reason, I ask that my name be anonymous, because this is my daughter I am speaking of.

Once you overcome these obstacles, I believe any native student can succeed. But, had we stayed there, I believe she would have been a drop out, but also she would have ended up not wanting to be a part of our native community.

Roby, please do not share my name on this. But, these are all based on facts. If it helps to improve their services then it was worth speaking up.

A Mom

Brad, I have an idea for addressing the issue of Native drop-outs, or any drop-outs for that matter. It has to do with establishing non-profit writing learning centers for kids 6 to 18, where they could learn how to write and other essential skills, in a unique and exciting environment, from professional volunteers (journalists, lawyers, teachers, etc.). Writing is a base skill, according to some research, that's essential for helping kids keep up with homework, understand complex material, remain excited about learning new things, develop imaginations - and stay in school, and prepare/get accepted to good colleges after graduation. Such non-profit centers will also have for-profit store extensions to support their own activities, and a publishing capability (to publish student work) - an important element of the learning process. I have several sections of a business plan put together (I was hoping to apply for a grant, but now have another priority, and won't have much time for this project). I don't know what your plans are for the ANA grant opportunity (or any other opportunity), or whether you can apply for the ANA grant, but if you are interested and have time for it, I can share what I have with you, to see if you would be interested applying for the ANA grant this week, to establish a pilot project center here in Juneau. If you are interested, please let me know. It's a proven innovative approach that has been tested in several cities in the lower 48 and it works. Andrei



Dear Roby

I'm very interested in this discussion about schooling and the history of schools in Alaska. Education is something different and much bigger. Education is whatever you learn or teach that is useful, relevant or meaningful to a person's life. Education has been here for thousands of years. Schooling is something new.

Schools were established across the USA in the 1800's to teach immigrants and later Native Americans how to assimilate into the dominant White Anglo-Saxon, Protestant Christian culture. The melting pot was not an equal sharing of many cultures, but the domination, the supremacy of one form of European culture, into which all the others were expected to adapt. It was an English-only, punctuality and hygiene-obsessed, cloaked in divine authority environment. The message to children was: this is the right, God-given way to speak, to think to believe, to behave. And for millions of immigrant families, who had decided to come to America and fit in, public schools were a blessing. They offered exactly what the immigrant parents wanted for their children.

But for Native Americans, who had not decided to leave their homeland, the imposed curriculum carried a message of hostility and represented a threat to cultural survival. The more Natives assimilated the faster their own culture died, disappeared. So there was and continues to be resistance to the school, its mission, methods and meaning. But schooling is compulsory, so we feel we have no choice but to send our kids there, to learn whatever it is they're teaching.

But how much of it is education? How much of what we do in school proves to be useful, meaningful, relevant to the lives of these students? For those who are seeking professional careers, for the minority whose talents are linguistic and mathematical, school may offer exactly what they want. And we do have many successful graduates, who are our leaders and our heroes. We thank and honor them.

But for every survivor, I would estimate we have five or more catastrophes. I'd like even that minority of highly successful alumni to think back to their kindergarden class and list how many of them finished eighth grade, how many graduated from high school, how many continued on to college or any post-secondary training. And then consider how many have alcohol or drug problems, how many are or have been incarcerated, how many have perished in accidents and how many took their own life. The numbers, in

any village I know, would be frightening.

I would compare the school to a ship. The teachers are the crew, maintaining the order and efficiency of the vessel, or perhaps better yet, rowing it. When you get aboard the ship, you recognize how hard they are rowing. But the ship is headed in a direction where very few, even none of the passengers want to go. The destination is the elimination of their culture, their language, even their community. If everyone who gets on board stays to the end of the trip, they will have jobs that will take them away from their families and hometowns, into the cities and institutions of America, and the life of the village will be impoverished, and eventually become extinct. But the rowers keep rowing, because they have no power or authority to change course.

The captains (superintendents) and admiral (Commissioner) are content with the direction. They set this course a hundred years ago and know how to pilot the ship successfully on that course. They do not want to think about changing this course, because they are familiar with it and do not want to risk change.

So the passengers are jumping overboard. Some are drowning. Others are getting drunk in their state rooms. There is also something toxic aboard the ship. Some passengers are dying from the internal poisons in the ship. They are being suffocated by the fumes. The internal environment on board is harmful, like too much second-hand smoke in the air. Some people die while they are still on board, others perish soon after they leave the ship. No one on the crew wants to examine this tragedy. They are too busy rowing, full steam ahead!

Why is schooling lethal to so many Native American children? Research tells us that there are seven ways, perhaps now more, of being smart. There are children who are artistically and musically and mechanically and kinesthetically intelligent. Their gifts are not only in math or reading. But the school only values and uses these two kinds of intelligence, so many, perhaps most of our kids learn in school that they are not smart. That is a poisonous lesson. It destroys a child from within. The message, the toxic fumes on board the ship, arise from a contempt for the many ways, other than in math and literacy, that our children are gifted. There is simply no appreciation for the natural, God-given talents many of our children possess, but they get the impression and then the message loud and clear: unless you are smart in the ways for which we test, you are stupid, and you will never amount to anything. You have no future in a world where only mathematical or literary talent

is rewarded.

Now this is a lie. There are other ways of being smart, and society does, in fact, value them. But that is not what kids learn in most schools. They seem to learn that neither they as individuals, nor their culture, their tribe, their ancestral heritage, has any value in the modern world. This is a deadly message. We should stop sending it to our children. Schooling, as we now conduct it, is killing our kids.

We need schools that allow each child to develop his/her unique talents, interests and abilities. The curriculum that was imposed over a hundred years ago was designed to assimilate immigrant children into the Anglo-America culture into which they had immigrated--and it worked for them. Alaska Natives have never been given the opportunity to design a curriculum for what they think would be useful, meaningful, or relevant to their children in their community. What would school that offered real Education to Alaska Native children look like? What topics would be central, what courses would enhance and even delight the elders and parents, so that everyone would be eager to be involved, supporting, encouraging and embracing the school?

Who would be teaching in that school? Would we continue to import educators from outside the state and place them in classrooms filled with children they could not fully understand, and too many, in ignorance, would treat disrespectfully? Why do we hire out-of-state teachers and provide little or no orientation to them about our histories and cultures? How can they appreciate the richness of our lives if they know and learn nothing about them?

The System does not train the rowers, the ship's crew, to appreciate the passengers. It just tells them to keep on rowing. The rowers cannot change the direction of the ship. And they are too busy to get acquainted with the passengers, who have no choice but to board the ship, whether they want to go to that destination or not. The Law requires them to get aboard. But if people had the freedom to decide whether or not to go on this voyage, most, after hearing about how rude the crew treated the passengers, and how many passengers died on board or jumped overboard, would never buy a ticket.

If we want to end this deadly voyage, we need to clean the ship of the toxic fumes and substances on board. And we need to set a new course for the ship. We need to look at radical curriculum reform, so that all students can develop their innate gifts and talents and become happy, healthy, productive citizens, grounded in their ancient heritage, confident in their personal and collective identity and capable of becoming contributing members of society.

We need to be sure that those who work with our children care deeply about them, love them. I am convinced you cannot effectively teach those whom you do not love. And you cannot teach well subjects you do not enjoy. So we want teachers who

love our kids, love our villages, and love what their doing.

The goal of the school must be the enhancement of life in the community in which it operates, not its ultimate destruction.

And that community needs professional leadership, teachers, principals, lawyers, accountants, doctors, nurses, engineers and architects. It also needs plumbers and carpenters, heavy equipment operators, mechanics, handymen, painters, electricians and storekeepers. And it will need artists, musicians, poets, writers, singers, dancers, athletes, hunters, fishermen, visionaries, philosophers, authors, scholars, tradition bearers, linguists, weavers, carvers, artists.

We need to transform schooling into Education.

I don't think this means spending more money on schools. I think it requires a total overhaul, a complete rethinking of what we are doing and why we are doing it.

Change, I believe, will not come from aboard the ship. The rowers are rowing very hard, and cannot change course. The captains and Admiral have no interest or desire to change the direction of the ship. It will be for the sea itself to rise up, as a great tidal wave, to demand a reconsideration of our goals, a change of course. We need a tidal of wave of parental and community outrage, a demand from the passengers aboard the ship, that we change our direction. There are too many kids jumping overboard into anti-social and self-destructive behaviors. We are losing too many children. The village may not have the leadership or the resources to change, to purify itself of the toxins already accumulated there, but the school system is staffed with intelligent, well-educated and committed professionals. It seems the likely place for reform to begin.

Kux woos gaax  
Rev. Dr. Michael J. Oleksa

Hey Brad --- your survey request has yielded a response that I am forwarding to you. I have some of my own suggestions as to what we should be doing about this

Better prepare students for high school

Put uniforms on students

Require each student to have an approved book-bag with minimum school supplied supplies. It should be clear plastic organized --- no cell phones, iPods, handguns, etc.

Get rid of campus approach and kids wandering off to Food Land and other places for lunch

Need longer school days with homework to be completed in school

Make Capital City Transit the official school bus for a number of reasons – technical issues need be resolved.

Test only that which is taught in classroom ---

AP classes are after school and cost more

Police should get to know kids in town and their job duties should include helping resolve the truancy issues we face.

Teachers should get to know kids in school and their job duties should include helping resolve the truancy issues we face.

At a policy level a new performance standard on drops out should be adopted by the School Board

e.g. -- If XX% (say 10%) of an entering class drops out the Principal will be fired and all teachers will be demoted a pay grade.

Sports should be put into perspective – on weekends and not school sponsored

Letter jackets should be outlawed

Physical Education needs to be mandatory through out school ---

Back to basics with public school so that rational kids choose the option of staying in school and the public gets its monies worth.

Unions should be forced to deal with the solution ---

I don't know how to get this done.

Education specialists have said if a child isn't up to par by the third grade, he/she never catches up. That may have changed, but I feel it is most important to zero in on how grade school children are doing with complete follow-through. When Ed Thomas was director of the Indian Ed Program here, the one outstanding educational program was the Early Childhood Program, and we had two certified teachers administering the program. Grade school principals were elated to report seeing the improvement in our children coming out of the Early Childhood Program into preschool, kindergarten then grade school. One of the teachers in this program was a local Native teacher whose original teaching ground was the Indian government school. Then he developed a counselor and four tutor positions. Our counselor was a young, college-degreed,, Haida gal who supervised the tutors. After Ed left Ketchikan, the program slowly declined. I believe you have made Bill Bird chairman of grand camp education? I'll cc this to him as well. I hope this adds to the concerns of the LAT committee. Much & continued success.

Thanks. Mary

I think a big reason students drop out is that school content is often inane, useless, repetitive, and ultimately designed to fit us into an American capitalism, where you have to be really good at nagging, bureaucratic maneuvering, zoned-out multitasking, and all things that make us efficient at building an economic superpower but have little to do with knowledge.

Eventually, adults have to look in the mirror, stop being a victim, and stop blaming the system. But we're talking kids. My brother was tested for special ed. Turns out he was smart enough to be in Gifted and Talented. Can you imagine the many gifted young people in our Native community who are targeted by teachers (who, by and large, have been tested to have the same personality type, the kind most opposite to traditional Native) as slow, disabled, etc.? Targeted by peers and attacked, verbally, physically, on a daily basis? When I was a first grader, a white older "friend" told me about this scraggly homeless Native man she saw earlier in the day, and she told me that was exactly the image she had of me as I got older.

Lots of rich kids take a load of drugs. I've seen it. They drink, have parties at their homes, drink and drive. But why do they get away with it? Why do most of them still go to college?

I say let's give Native youth useful things to do, relevant things. We should trust our traditional knowledge works; it'll serve us in the modern world just as much as any cultural sphere we come across. Literate knowledge, and the worldview that comes with it, is a very useful tool, practical and important. But there's a difference between a tool and the very thing that makes your core.

Gunalcheesh,  
Ishmael

I would like to add to Mary's comments. I just retired from working with Alaskan Native students in a high school. Many of them are doing well, taking advanced classes, earning big scholarships, applying to internships, staying close to their family and culture. But many are not. Each one has their own story, and I am glad that you are asking them to tell it.

It's very painful to see a student drop out, and they drop out for many reasons. Sometimes family and personal situations are so overwhelming that school takes a back seat. Sometimes there is no one in their life to encourage them, mentor them, make sure that they get up in the morning and do their homework at night, show that they care and make sure that they do what they need to do. Despite their many capabilities, they still think like kids and need that support.

A major problem is that students who don't do well in the lower grades are still passed along until they come to high school where the stakes are much higher. Many of them cannot make it in high school due to situations that should have been addressed, as Mary said, in third grade. Some of these situations are: undiagnosed learning disabilities, ADHD, lack of effective study habits, inability to read well, and lack of academic preparation.

If you really didn't learn math, for example, in the lower grades, skipping homework and cruising along with D's and F's, high school math is a rude awakening. Other students in the class have been doing math for many more hours per week for 5 years or more, and it's tough to catch up. (read Malcolm Gladwell's new book, *Outliers*, for a clear example of how the number of hours a young person practices a skill affects the outcome of their life.)

If a student does not do well in school, yet is passed to the next grade, they learn two things: doing school work doesn't matter, this is the best that they can do. Students arrive in high school without the tools or the confidence to do the job.

At the high school level, I have seen many students who should have had the support of an individual education plan (IEP), who should have been receiving instruction appropriate to the way that they learn, but because of moving around a lot, or parents who did not advocate for them or assumed that they were just lazy or had attitude, or schools who chalked up poor performance to excessive absences, "family doesn't care", etc, they are now 17 years old, have failed some classes and earned too few credits to make it through high school in four years, and are headed out the dropout door. Coming to school is painful for them. It reminds them of their inadequacies, and at this point, they don't want other students to know how dumb they feel, so they hide it by clowning around, etc. The students are not the failures. The system is failing them. They have the potential, and our schools are not helping them reach it.

There are programs that tribes and schools in Alaska and other states have instituted to address some of these factors. For your consideration, I'll list the features of them, in no particular order:



Tribally-funded social workers in the schools, to help students deal with situations that are affecting their lives and getting in the way of concentrating on school work.

Tribally-funded social workers available to families to help support them through situations that prevent them from being able to concentrate on what's happening with their children.

Study halls, and study skills classes that teach skills such as: efficient reading of a textbook, test-taking, vocabulary, and allow time to do homework in school, so that it does not have to be taken home.

Academy classes for high school freshmen and sophomores, to help bring them up to speed in subjects like English and math.

Intense short courses in the lower grades, to help students gain, for example, basic math skills. (one Canadian tribe pulls students out of 4th-6th grades for 2 weeks and sends them back to rejoin their class when they have developed the math skills.)

Cultural programs and cultural support in schools so that students can maintain this important link and be proud of who they are, and so that the student body as a whole respects and honors the culture of the people who were here first. This includes making sure that the curriculum as a whole recognizes and includes local cultural information.

Specific tribally or federally funded counselors who mentor, encourage and advocate for Alaskan Native students, are vigilant against bullying, racism and discrimination, bring in speakers, do career programs, and help students find a direction and plan for what they will do after graduation.

Tribal truancy officers who make sure that students come to school.

Alaska Native Education attendance and dropout prevention coordinators who contact families when students do not come to school, and help make sure that students get there.

School district support programs for students who are living on their own, or who are dealing with gender identity issues.

Tribes who link payouts to academic performance. One Arizona tribe withholds payments, or fines families whose children have poor attendance. They provide cash rewards for high school and college graduation, including advanced degrees. They keep dividends/cash payouts in escrow for the young people, who do not receive the money until they earn a diploma or GED, even if it takes them to age 20 or older. Graduation rate is over 90% and the tribal leaders are not going to rest until it is 100%.

Transportation provided so that students can participate in school clubs and sports, and attend after-school tutoring programs.

School district programs that help provide school supplies, clothing and other items that help students to not only have what they need, but to fit in with other students.

Orientation programs for new students, especially those who are coming from a village, through foster care or out of a treatment program.

Early intervention when students are not doing well in school. Summer and after school programs for students who are not doing well in third-eighth grades. Programs to make sure that students catch up before they enter the next grade. One state has mandatory summer school for any student who does not achieve proficiency in reading, writing or math. If they cannot attend, then they must repeat the previous grade.

Mentors and role models, such as high school athletes, tutoring and working with young boys.

Active outdoor recreation programs, Native youth olympics and male-oriented cultural skills offered as part of the regular curriculum and after school.

Role models and mentors for boys.

Hands-on learning, place-based education, teaching using individual learning styles.

"School within a school" at the middle and high school levels. Unified school concept. Students stay in the same class and can do more project-based education. This type of school can do more learning by doing, have elders come in and teach skills, etc.

People from the community speaking out and letting students know that they care about them, and their education. Leaders visiting schools and eating lunch with students.

Sports programs for students who do not have the grades to play on the school team. Tutoring programs tied to these sports programs, so that the students will be able to have those grades in the future.

+++++

The students are watching us. If we encourage them, stand up for them, and work to make things better, we send them the message that learning is important, that they are important, and they keep going. If we stop trying, if we say that the "system" won't allow us to do something, if we ignore their needs, they see us giving up and they give up too.

Jill

Brad,

I am happy to see that you are doing this. I hope it goes well.

My adopted brother dropped out of Sitka High School at the end of his sophomore year. He was made fun of a lot in his early years of school because he learned to talk late. His birth mother was raising him alone and just didn't know to talk to him, so he didn't have that exposure to english.

He also was beat up many times in school. He wanted to end his life at age 12. He told my mother that he would do it, but chose not to because he didn't want to hurt her heart. He could have been a great student if he was given a chance. He is very bright and quick. He catches on quick and has a lot of common sense. He has had a lot of social problems and is difficult to work with. He has an anger problem due to his past.

He has a very tender heart and shows compassion for his disabled niece.

If he could have any job he chooses, he would be a truck driver. That is all he has wanted to do. He was told that he would have to have a diploma. Later, he was told that it wasn't necessary. I would love to see him do something that he enjoys.

Thank you,

Anonymous

Brad,

Perhaps an on-line survey could be constructed to collect this data. Can this be done on the ANB website? If so, it would be great if a webmaster could monitor the intake so confidentiality is respected as well as ensure that the comments are constructive.

Barbara

Lorrie Wright wrote:

> Please see Brad's email, below.

>

> This is just the type of additional data I'd like to see gathered to  
> build our knowledge about Native Alaskan Drop-outs or Early Leavers  
in

> Juneau. If we know the stories (reasons) behind the numbers it  
should

> guide the solutions. Times change, so even though we know our own  
> stories, there may be different reasons out there these days.

>

> I wonder if a consistent interview approach or data form has been  
> developed for these interviews? We don't want to put people off with  
> a piece of paper, but, at the same time, asking the same questions  
> with the same approach increases the validity. Hmm.

>

I read this note of yours with interest. These children are everywhere. In fact, you can probably find them in the ANB Hall café around lunch time if you are interested in talking to them. I hope that you will continue to follow this problem until a solution is implemented. We seem to take a partial look at the problem, and then get busy with our lives. Good luck.

## FROM THE PRESIDENT



Sammy Crawford

# New leadership—Change is in the Air

As 2009 begins we are excited and eager to usher in a new era and year. There are changes in officials and elected leaders at the local, state and national level and as always with a new year and new administration we are looking forward to having a more positive future for ourselves and most importantly, for our children.

At the local level new school board members, city council members and borough assembly members & mayors have taken office. We look forward to working with them. At the state level there are new legislators as well as a new leadership coalition in both the House & Senate. We look forward to working with the 26th Alaska Legislature and their leadership. We also are proud of our Governor and are willing, ready and able to work with her and her administration in advancing the causes of our youth.

On the national level we have a new President who has made improving public education a top priority in his administra-

tion. His challenge to parents to become more engaged in their children's education is laudable as well as his recognition that all children must have access to highly effective teachers. His interest in pre-kindergarten and early childhood education programs will help to make it possible for all children to arrive at school ready to learn. President Obama has encouraged all of us to have higher expectations for our children, our local communities, and our nation. Working together we can achieve these goals.

One goal all of us in public education share is reducing the number of students who leave school prematurely. Districts are using a variety of programs and interventions to work with students who are not connected to school and on the verge of leaving. Graduation coaches, summer school offerings, career related classes as well as more access to digital learning are making the difference for some of our students. We know that early intervention is important and that the gap in vocabulary between students from middle-income homes compared to those

from low-income homes is evident and nearly irreversible by third grade.

The solutions are many and must involve all of us. We must work individually with all of our young people early and often and help them feel welcome and connected. We must continue high expectations for all of our children and let them know we believe in them and their abilities. We must help them believe that education is important and it truly is the "more you learn the more you earn". We must teach our students that knowing the past is important and facing challenges of an unknown future is exciting and full of opportunities. We all need to take responsibility and work to ensure all young people are supported and mentored. All young people need to feel valued and respected. We can change our attitudes that some children deserve to be left behind. We must inspire others to help and make our state and country that history has shown to be "the beacon on the hill". Together we can make and shape the changes to make our future bright.

## FROM THE EXECUTIVE DIRECTOR

# AASB Statement on Dropout Prevention

*(Editor's Note: At a hearing of the Senate, Health, Education and Pensions Committee on Nov.15, 2008, Carl Rose submitted the following testimony).*



Carl Rose

Thank you, Senator Murkowski, for holding this field hearing and for this opportunity to provide written testimony to the Senate Health, Education, Labor and Pensions Committee. I appreciate your bringing us together to focus on what we can and must do not only to reduce the number of dropouts, but to ensure that ALL our young people graduate with the skills, knowledge, and opportunity to succeed in the 21st century. There is nothing more important to Alaska's, and the nation's, long-term success. I especially welcome your invitation to discuss AASB's Initiative for Community Engagement.

### The Problem

We have all seen the statistics about dropout rates and the staggering costs to society when we fail, not only in dollars, but in human terms. A new study by The Education Trust indicates that today's high school students are less likely

than their parents to graduate from high school. The U.S. is the only industrialized nation where that is the case.

Nationally, high school dropouts:

- comprise 75% of state prison inmates
- comprise an overwhelming proportion of Medicaid recipients and a substantial proportion of welfare recipients
- are disproportionately minority, poor, come from fatherless homes, and have disabilities
- made significantly less in wages in 2002 than in the early 1970s (in constant 2002 dollars): males \$35,087 (1971) and \$23,903 (2002); females \$19,888 (1972) and \$17,114 (2002)
- commit more crimes than graduates (one economist estimated increasing graduation rates by only one percent would produce 100,000 fewer crimes per year, with an associated cost savings to society of \$1.4 billion per year)

In Alaska, in the 2006-07 school year:

- 3,434 (5.5%) 7-12th grade students dropped out
- 1,299 (38%) were Alaska Native

(25% of Alaska's school population is Alaska Native)

- 1,274 (37%) were classified as economically disadvantaged
- 1,850 (54%) were male
- the graduation rate was 63% (70% nationally)

But those are abstract numbers. In human terms, these are the young people who live in our homes, in our neighborhoods, in our communities; they are going to be parents of the next generation of Alaskans. Each child who doesn't reach his or her full potential is a tremendous loss to our state.

What these dropout statistics reflect is that too many young people cannot envision a successful future for themselves when they consider their past experience in school and home environments; they can't see the immediate and future path to success. They fail to see viable options for themselves and get very little encouragement and support to pursue and complete their high school diploma.

I think we can all acknowledge that dropping out is not the root problem. It is simply the end result

*continued on page 3*

## Getting the most of your insurance dollars

By Jeff Bush, Executive Director  
Alaska Public Entity Insurance

Alaska school districts pay on average over \$300,000 annually for workers' compensation, property and casualty insurance. With that much money at stake, it is critical that each district maximum insurance benefits at a minimum cost. Here are a few simple ways to squeeze a few more dollars out of the insurance budget line:

1. *Issue an RFP for insurance broker services.* Although your district's insurance broker may be doing a great job, it never hurts to ensure that he or she is charging you a competitive rate for services. Broker fees and service vary considerably from broker to broker in Alaska. Remember, broker fees are not set in stone and can be negotiated, so decide how much service

you want and negotiate a reasonable price for it. Also consider the possibility of paying the broker a set fee rather than a commission – it may save you more in the future, as insurance rates inevitably go up.

2. *Investigate various coverage options.* In many cases, a district can afford to take on more risk, in the form of higher deductibles, in order to save on insurance premiums.
3. *Make sure your property and vehicle schedules are accurate.* Every year, the value of most vehicles decline. In the case of an accident, the maximum amount an insurer will pay is the actual value of the vehicle at the time of the accident, so that is the amount it should be insured for. If the vehicle is only worth \$5,000, it

makes no sense to continue to insure it at its purchase price, which may have been 4-5 times higher.

4. *Establish and maintain a comprehensive loss control program.* A poor loss history can more than double a district's insurance premiums. Talk with your broker or insurer about how to create a culture where employees identify and eliminate risky situations and losses are reduced.
5. *Take advantage of premium credit programs.* Most insurers give credits or grants for activities designed to reduce risk. Talk with your broker about taking advantage of those programs, which will save money both through the credit/grants and through a reduction in losses.

## AASB Statement on Dropout Prevention (from page 3)

of a process over time of students disengaging from school and often, but not always, failing academically and floundering socially and emotionally.

In Alaska, we need look no further than the third grade benchmark to identify the young people who are testing at or beyond grade level to determine their ability to cope with an increasingly complex curriculum. Those students who test below grade level are at risk simply because they are not prepared for an accelerating curriculum. Put another way, students at grade level in the third grade will have the benefit of our educational system. Those who test below grade level will experience a remedial system, one that too often devalues their unique qualities and gifts, and replaces them with labels, negative reinforcement and disapproval.

To address the dropout rates, we need to address school readiness and healthy development for the children who are most at risk:

- Before entering kindergarten, the average cognitive scores of pre-school age children in the highest socioeconomic group are 60% above average scores of children in the lowest socioeconomic group.
- At age 4 years, children who live below the poverty line are 18 months below what is normal for their age group; by age 10 that gap is still present. For children living in the poorest families, the gap is even larger.
- By the time children from middle-income families with well-educated parents are in third grade, they know about 12,000 words. Third grade children from low-income families with undereducated parents who don't talk to them very much have vocabularies of around 4,000 words, one-third as many words as their middle-income peers.
- Thirty-two percent of young children are affected by one risk

factor (e.g., low income, low maternal education, or single-parent status), and 16% are in families with two or more socio-demographic risks.

One hears with some frequency that professionals in our schools have stated: "You can identify the kids entering kindergarten who will not make it in school." I do not believe this entirely, however, if there is a shred of truth to it, why would that teacher and the system not intervene with needed supports and assistance at the point of identification? Why would a system wait until the third grade benchmark to verify what we knew was a possibility as many as three years earlier? Why would we, as Alaskan leaders and community members, not take action earlier to ensure that all children enter school ready to learn?

Sadly, by the time young people drop out of school, many have en-

*continued on page 4*

1-3	NSBA FRN Conference - Washington, DC
6	AASB Q&S2 Meeting - Baranof, Juneau
7-10	AASB Leadership/Legislative Fly-In - Baranof, Juneau
28	AASB Board of Directors Meeting - Baranof, Juneau
28-31	AASB Spring Academy/Legislative Fly-In - Baranof, Juneau
1	NSBA Federation Member Executive Directors' Liaison Comm. - San Diego, CA
2	NSBA Fed. Member Executive Directors' Conference Institute - San Diego, CA
3	NSBA Delegate Assembly Business Meeting - San Diego, CA
4-7	NSBA 69th Annual Conference & Exposition - San Diego, CA
12	Legislative Sessions Ends

### AASB OFFICERS

Sammy Crawford	Kenai/Penn	283-9271
<b>President</b>		
Tammy Fowler Pound	Unalaska	581-1463
<b>President-Elect</b>		
Crystal Kennedy	Anchorage	696-2624
<b>Secretary/Treasurer</b>		
Scott McAdams	Sitka	747-3376
<b>Past-President</b>		

### DIRECTORS

Charlene Arneson	Chugach	522-7400
Arnold Brower	North Slope	852-2611
Roseann Demmert	Klawock	209-5412
Duane Edelman	Valdez	834-6567
Lon Garrison	Sitka	738-0798
Suemi Hilts	Kenai	738-0798
Sue Hull	Fairbanks	479-3644
Aana Kinogak	Yupit	695-6311
Richard Mauer	Delta/Greely	895-4956
Melvin Otton	Bering Strait	963-3491
Choc Schafer	Ketchikan	225-2462
John Steiner	Anchorage	696-2629

### STAFF

Carl F. N. Rose	Executive Director
Joseph Reeves	Associate Executive Director
Timi Tullis	Director of Membership Services
Bruce Johnson	Director of Quality Schools/Quality Students
Sally Rue	Director of Alaska ICE
John Greely	Chief Editor
Diana Miller	Business Manager

For complete staff listing go to our web site under [Contacts. http://www.aasb.org/contacts.html](http://www.aasb.org/contacts.html)

Association of Alaska School Boards, 1111 West 5th St., Juneau, Alaska 99801-1510 Tel: (907) 586-1582 FAX: (907) 586-2595. The Association of Alaska School Boards is a not-for-profit organization whose primary mission is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement through effective local governance. AASB represents school boards interests before the legislature, state agencies, Congress and other state and national regulatory bodies. Founded in 1954, Commentary is published monthly by the Association of Alaska School Boards, Carl F.N. Rose, Executive Director. Articles or suggestions should be sent to John Greely, Chief Editor, AASB, 1111 West 5th St., Juneau, Alaska 99801. For change of address write to AASB or call (907) 586-1583.

# AASB Statement on Dropout Prevention (from page 3)

dured years of struggle, disappointment, and disengagement.

## The Solutions

The solutions mostly lie way upstream from the final step of leaving school. And they must involve all of us—students, families, educators, schools, school boards, businesses, community organizations, health and social service providers, public policy makers, and everyone of us—each of us has both an individual role and a professional role to play. WE need to take a shared responsibility for the successful development of our community's young people...there is no THEY to whom we can point as being responsible. It has to be WE, and it has to involve changing how our institutions work together, how our communities support young people, and how each of us behaves in our daily lives as community members, parents, and role models.

It will take institutional and individual action to change the environment for our young people into one where they are and feel supported, where they feel valued and respected, where some young children don't start school behind their peers.

I think we know what the solutions are. We know they need to include the continuum from early childhood to post-graduate; families, schools and communities; education, health, social services and workforce development.

Each of us whom you have invited here today has a responsibility for a particular part of this continuum, and if we align our efforts, we will all see greater impact on the success of our young people.

I believe we need to focus our efforts all along this continuum—not just on preventing problems, but more on providing the skills, knowledge, supports and opportunities that our kids need to succeed. As Karen Pitman of the Forum for Youth Investment says: "Problem-free is not fully prepared, and fully prepared is not fully engaged."

Our goal must be fully engaged and fully prepared youth who can thrive in our fluid 21st century

environment. Our goal should be broad and holistic; it goes beyond passing benchmark tests, or avoiding risk behaviors. It must be the healthy development of each and every young person so they have the academic and work force skills, and the healthy life skills needed to succeed and thrive. And this means we must have high expectations for all our young people, and we must enlist entire communities in support of them.

I am heartened to see an increased focus across a growing number of disciplines on a strength-based approach to positive youth development. It is what lies at the foundation of AASB's Initiative for Community Engagement, or Alaska ICE.

## Engaging Our Communities

I know you have seen this little book, *Helping Kids Succeed—Alaskan Style*, and you will find it all over Alaska...in schools, in doctors' offices and public health clinics, in parenting classes, in homes, in airport waiting rooms, in businesses. It was literally created in 1998 'by and for Alaskans' through a series of community visits, where everyday Alaskans described what they wanted for their kids, and they very eloquently described what kids need from adults in order to succeed. These can be called 'assets' or protective factors, resiliency, traditional Native values...they have many names but the principles are the same. How are assets built in children and youth? Through positive relationships with caring adults. What kids need is the time, attention, respect, encouragement, support, and high expectations of the adults around them in their families, their schools, and their communities.

Born out of this little book was a far-reaching initiative that set out to change the environment for Alaska's young people, and to enlist all Alaskans in building healthy communities that provide what kids need to succeed. Alaska ICE is a statewide initiative of AASB that encourages and supports youth success through a statewide network of partners and local community initiatives. Federal support of this

initiative through the Alaska Native Education Program in No Child Left Behind has enabled us to work with school districts, communities, organizations, and individuals throughout the state to promote the shared responsibility that each and every one of us has to help kids succeed.

*Community engagement is the intentional action of groups and individuals working together to create healthy environments that support the growth and education of children and youth.*

Our Alaska ICE initiative has many strands and facets; I will provide you with a copy of our 2007 Progress Report that reflects how those many partnerships and collaborations create a web of support for Alaska's young people. Community engagement will look a little different in every community as people and organizations tailor it to their priorities and goals.

A few snapshots from Alaska ICE's community partners, made possible because of our funding support through NCLB's Alaska Native Education Program, show how the simple principles of asset-building, healthy and supportive youth-adult relationships, and intentional community engagement can flourish in every community.

- Parenting classes in Yup'ik and English in Lower Kuskokwim School District, through a partnership with the tribe
- Community-school art projects that build supportive youth-adult and school-community partnerships in Yukon Flats villages
- Weekly asset messages developed by youth and adults and delivered in English and Russian by teens over the community radio station in Delta, and youth-adult community choir and theatre productions
- Student-produced TV shows addressing substance abuse issues in Unalaska, and targeted efforts to improve school and community climate
- Schools that are more welcoming to parents and community members in the Pribilofs, and collaborative school, tribe and community efforts to build culturally responsive social and emotional learning skills and

positive peer climate among students

As part of our overall efforts to effectively engage adults in positively supporting young people in Alaska's communities, we also put significant focus on improving the school environment by helping school apply these same principles. Today I want to focus in on creating school environments where all children can succeed.

## Student Achievement and Engagement

Over the last five years, AASB has aligned our school improvement initiative (Quality Schools/Quality Students, or QS2) and our community engagement initiative (Alaska ICE). Begun as separate initiatives, it became apparent that to make the greatest impact on academic achievement, we needed to target both efforts towards assisting school districts and communities in improving supports for youth in both environments.

Through QS2, we assist school districts in improving their leadership and governance capacity, aligning their curricula with state standards, and targeting resources effectively towards identified priorities. Through Alaska ICE, we engage individuals, families, schools, organizations, businesses, faith communities, and young people themselves in building sustainable community networks to support, encourage, and provide meaningful opportunities to our young people that will prepare them to thrive in the 21st century.

When young people feel connected to school and have support from family, teachers, and other caring adults, academic achievement improves and risk behaviors decrease.<sup>10</sup> When students have strong social-emotional learning skills<sup>11</sup>, they do better in school and life. There is a growing body of national research to support this, and we now have data to show this in Alaska. AASB has developed a student and staff survey to gauge student and staff perceptions of climate and connectedness, and an increasing number of schools are participating, including 242 schools in 33 districts in 2008, comprising



# AASB Statement on Dropout Prevention (from page 4)

over 30,000 students and almost 5000 staff.

Districts that have worked with AASB on community engagement and school improvement have shown:

- greater academic achievement as measured by Standards Based Assessment (SBA) proficiency gains than the statewide average
- even greater proficiency gains by Native students in those districts, and greater gains than Native students statewide
- persistent improvements in student ratings for school climate and student connectedness over the last three years across all aspects of climate and connectedness
- improved overall staff ratings of school climate across most subscales

Other key findings of AASB's School Climate and Connectedness Survey include:

- Key factors of school climate and connectedness are related to student performance on Alaska's SBAs: high expectations, school safety, parent and community involvement, and social-emotional learning were found to have significant positive relationships with scores on reading, writing and mathematics.
- Staff ratings for school climate were consistently and strongly related to student performance in reading, writing and mathematics SBAs.
- There have been significant negative relationships between student risk behaviors and school climate and connectedness ratings each year: the more students reported that there was a positive climate at their school and that they felt connected to school, the lower the number of incidents of delinquent behavior and drug and alcohol use they reported seeing among peers at school or school events.
- Students who reported that they had someone available outside of school to help them with homework and students who had an adult who knew what they did with their free time gave consistently higher ratings

for connectedness to school and more favorable ratings of their school climate than did students without outside support and supervision.

As more districts participate in the survey and use the results to improve school climate and increase student connectedness, we are seeing growing interest in the area of social and emotional learning, and how schools, after-school programs, and families can work together to promote social and emotional development. A 2008 meta-analysis of over 700 studies of family, school and community interventions found a broad range of benefits for students:

- 9% decrease in conduct problems (e.g., classroom misbehavior, aggression)
- 10% decrease in emotional distress (e.g., anxiety, depression)
- 9% improvement in attitudes about self, others, and school
- 23% improvement in social and emotional skills
- 9% improvement in school and classroom behavior
- 11% improvement in achievement test scores

A growing number of Alaska school districts are focusing on improving students' social and emotional learning as an effective way to improve student success. The Anchorage School District is viewed as being at the leading edge of this national effort, and AASB is assisting a number of other Alaska districts.

## Federal Support

It is clear that lowering high school dropout rates is necessary, and that it will only be accomplished if we align our various efforts to support children and families more effectively. We need to actively enlist families, schools and our communities to ensure that some children don't start out behind, and that if they do, we have effective ways to very quickly close that early gap so they can all get the benefit of our education system. We need to ensure our schools offer engaging, rigorous, and relevant curricula, provide safe, caring environments where students feel connected, have high expectations for all

students, and provide the appropriate supports that will enable students to meet those expectations. We need to make sure that our communities provide a positive environment where young people feel valued and have meaningful opportunities for involvement.

Through initiatives like Alaska ICE we need to help people understand the important role we each can play in our homes, in our neighborhoods, in our schools, in our businesses, in our communities. We need to encourage adults to feel and then act on a shared responsibility for creating the kind of supportive environment that young people need. Every one of us has opportunities in our daily lives to interact with young people, and what both common sense and research tell us is that the cumulative impact of those small interactions is profound. We can each decide to be intentional in those interactions, and use them to engage positively with kids, to be interested in them and what they think, and to give them opportunities to be a valuable part of our communities.

The federal government can't do these things. But there are many ways that it can support the people who can do these things:

## Continue long-term funding for the Alaska Native Education Equity Program in NCLB.

AASB's Alaska Initiative for Community Engagement is an example of how federal funding can be used effectively to spark the initiative and capacity in each of our communities to actively work together to better support young people. The Alaska Native Education Equity funding targets Alaska Native student achievement, dropout reduction, and school readiness. There is improvement, but significant disparities persist.

## Target early intervention and support towards the children most at risk of starting school behind.

This should include intentional, sustained strategies (statewide, districtwide, and communitywide) that start at an early age, include families, and continue into preschool and early elementary school. When we do that in an intentional and coordinated way, we

will vastly simplify the other steps we can and should take to improve schools to meet the needs of older students.

**Hold steadfastly to the ideal put forward in NCLB that all children should get the best education we can give them.** As we go forward with improvements in NCLB, we should retain accountability for all the subgroups that we know are lagging behind. If we focus our attention on supporting these children, and preparing all children for school, we will address the root causes of the dropout problem.

## Conclusion

AASB is working with partners across Alaska to change the environment in which children and youth live. Engaging individuals, organizations and communities is long-term work and sometimes requires starting at a basic level of capacity-building. The great thing is that when people understand how their personal, everyday actions, however small, can positively impact a young person, they are very willing to do it over the long term. And those small actions, repeated across the state, will help build healthy communities and in turn healthy young people.

We know a lot about what we need to do. We need to gather the collective will and commitment to do it before another generation of our children drift off to underachieving lives.

Senator Murkowski, thank you for your time. I know I am preaching to the choir here. I want to thank you for your strong and sustained support for Alaska's children, for education, and for our community engagement initiative. I invite you to call on me and the Association of Alaska School Boards to assist in this effort in whatever way would be helpful.

For more information about the Association of Alaska School Boards' Initiative for Community Engagement (Alaska ICE), visit: [www.alaskaice.org](http://www.alaskaice.org)

Received by LIO  
Jan. 28, 2009

Karen Martinsen  
lifelong learner/educator  
P.O. Box 58  
Sitka, Alaska 99835  
907 747 8999  
edu@ak.net

House Education Committee  
State Capitol  
Juneau, AK 99802

Re: Alaskan Drop Outs – Untapped Resource for Economic Growth

Dear Representative Seaton and Members of the House Education Committee:

Recently, the federal government (noted in a report by the National Drop Out Prevention Center) commended Alaska for realistically reporting our graduation rate – at 67%. Other figures (Alaska Department of Labor) state that only 65% of our high school students graduate. In rural Alaska and in certain populations the drop out rate is near 50%! **Alaska is ranked fifth in the nation for teens not in school and not working!**

In the 2000 US Census it was determined that over 57,000 Alaskans over age 18, did not have a high school diploma. The current number of drop outs in Alaska is estimated at 4,000 – per year! Thus, every four years we could easily have another 20,000 individuals unprepared for adult living and gainful employment.

A recent report ([www.nchems.org/pub/detail.php?id=85](http://www.nchems.org/pub/detail.php?id=85) - May 2007 WICHE) “The Emerging Policy Triangle: Economic Development, Workforce Development and Education” makes it clear that human capital is what drives our current economy. Alaska can never reach its' full potential until we have the human capital (driven by education) to meet our labor needs.

Even if we leave out the economic factor, we must still realize the costs of prison inmates (75% are drop-outs), the unemployed and those on public assistance and other types of subsidized programs.

Alaska has few true alternatives for the young student who has not completed high school and is not work-ready.

The Alaska Department of Education does their best to support drop-out programs and alternative schools. The Alaska Workforce Investment Board has repeatedly put youth first in their economic and workforce initiatives. The Alaska Department of Labor is aggressively seeking ways to develop pre-training programs for those who are not prepared. The AGIA Training Task Force looked at ways to involve dis-engaged youth in career and technical training at earlier stages. But to date there has never been a large dedicated fund for the this

under-served population. It must be comprehensive funding, not a piece meal approach.

The Education Commission of the States presented to Alaska on October 9, 2008 in a session facilitated by Senator Bettye Davis. (a copy of the report should be available in the LIO library or from Jennifer Dounay of the Education Commission – [jdounay@ecs.org](mailto:jdounay@ecs.org) or #303 299 3689) The report highlighted how other states are moving forth with great success, including alternative pathways to a standard diploma and career “majors” during high school.

Obviously I could go on, and present many more convincing facts about why Alaska has to make drop out prevention one of our top priorities. We could also spend another 20 years reasearching strategies. I can recall most of those reports and meetings over the past 30 years. But right now, Alaska has enough data and plenty of experts (I would be happy to provide names) on this problem to move forth – with funding.

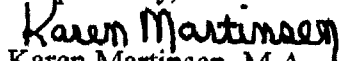
I can tell you that career and technical education is one of the top strategies for drop out prevention. The Gateway to College program through the Gates foundation provides a way for drop outs to complete high school and attain college credit at the same time. Programs such as Job Corp, Youth Build and the Regional Learning Centers are essential. Funding must be increased for career academies and work-based learning. Youth who enroll in early work-based programs are 30% less likely to drop out. Other states have increased the age in which to complete high school to 21 yrs. This permits formula funding to be extended for those who need more time to become work/college ready.

There are many other things that we can do to prevent our high drop-out rate, but if you want the biggest bang for the buck in the shortest amount of time, start with the 4,000 young people who will drop out this year or who dropped out last year. Track them down, recruit them and get them into programs that will help them complete a diploma or GED, receive employment training and gain the life skills necessary to be independent and work-ready!

And then begin to move on the other strategies required to prevent drop outs.

Please feel free to contact me at any time.

Respectfully,



Karen Martinsen, M.A.

Parent, teacher, student

**note:** I use the term “drop out” , not because I find it appropriate but because it seems to be a language that people understand. Personally, I do not see these students as “drop-outs”, but rather as students who we under-serve, or dis-engage. Certainly all of these students are individuals who have incredible potential – it is just untapped. Untapped youth is what I experience, not failures.



# **The Emerging Policy Triangle:**

## ***Economic Development, Workforce Development, and Education***

**Updated Profiles for All 50 States  
and Including International  
Comparative Data**

**May 2007**

**Dennis Jones and Patrick Kelly  
National Center for Higher Education  
Management Systems**



**NCHEMS**

**WICHE**



# Dropout Prevention

Jennifer Dounay

Education Commission of the States  
Presentation to Alaska legislators and educators  
Anchorage, AK  
October 9, 2008



# Contact Information

## National Dropout Prevention Center/Network Clemson University

209 Martin Street  
Clemson, SC 29631-1555

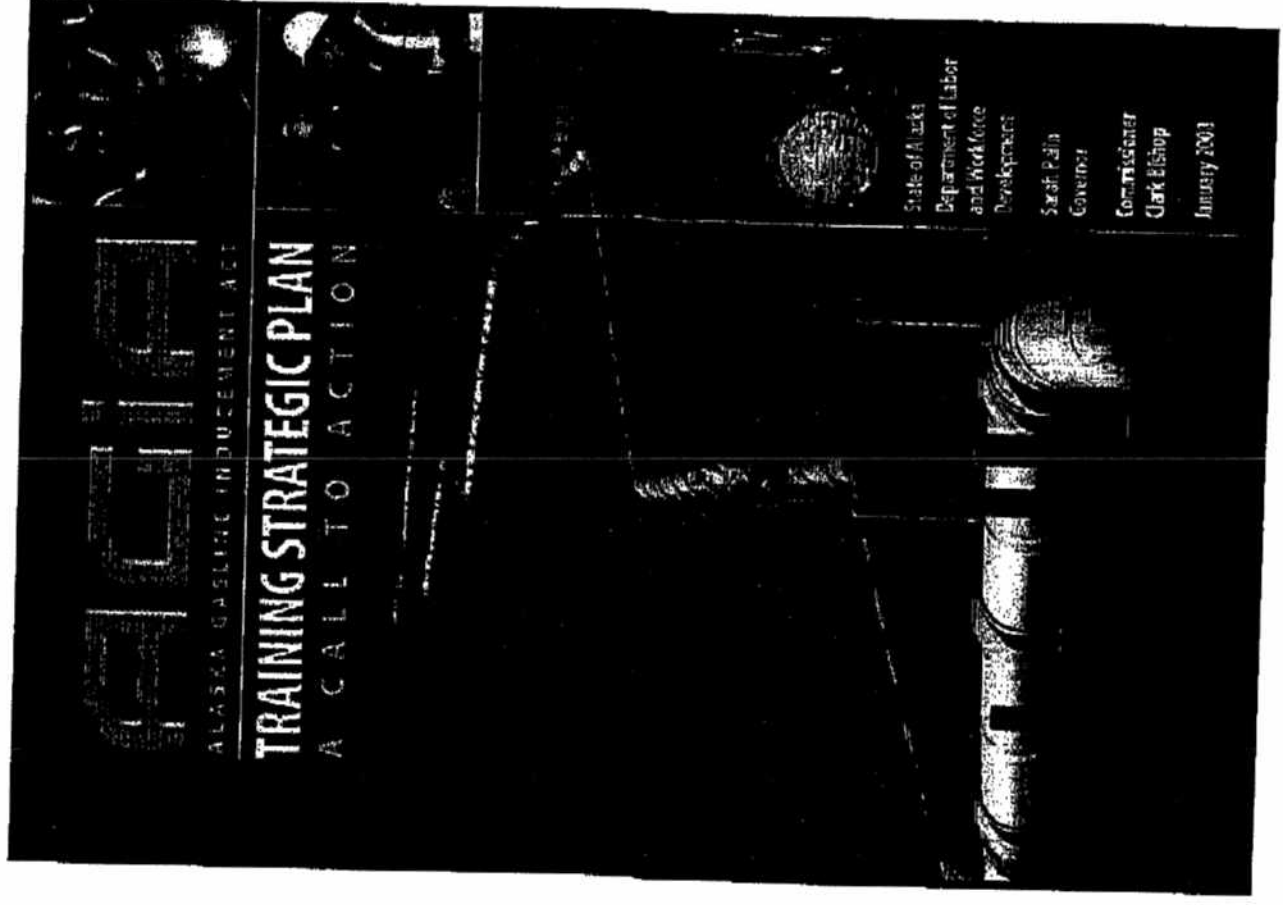
Phone: 864-656-2599 Fax: 864-656-0136

E-mail: [ndpc@clermson.edu](mailto:ndpc@clermson.edu)

Website: [www.dropoutprevention.org](http://www.dropoutprevention.org)

National Dropout Prevention  
Center/Network

[http://www.labor.state.ak.us/AGIA\\_teams/docs-combined/agiawe\\_b.pdf](http://www.labor.state.ak.us/AGIA_teams/docs-combined/agiawe_b.pdf)





# Alaska's Youth

- 11,000 new Alaskan 18 year olds each year.
- Alaska is ranked fifth in the nation for teens not in school and not working.
- 65% of our high school students graduate.
- Only 62% of Alaskan high school graduates remain for training or employment.
- Less than 40% of Alaskans age 18 to 24 enroll in postsecondary education or obtain a postsecondary degree. Lowest % of any state.
- 2000 Census—over 57,000 Alaskans age 18 and over with no high school diploma.

**Alaska Youth First goal -- in school, engaged and  
prepared for Alaska jobs...**

Dept of Labor



Rep. Peggy Wilson  
Wrangell Interim Office  
P.O. Box 109  
Wrangell, Alaska 99929  
Phone 907-874-3088  
Toll Free: 800-686-3824  
Fax: 907-874-3055  
Representative Peggy Wilson@legis.state.ak.us

## Interim Offices

**Juneau:**

Phone 907-465-3824  
Fax 907-465-3175

**Sitka:**

Kathleen 907-747-4665  
Fax 907-747-5807

**STATE OF ALASKA***Representative Peggy Wilson***House District 2**

---

**FAX TRANSMITTAL SHEET**

→ TO: *LOUIE*

FROM: KATHLEEN EVEREST

FAX #: *465 3472*

DATE: 1/29/2009

TOTAL # PAGES: *3*COMMENTS: *Kli Louie*

*These are 2 articles for your packets in  
Feb if you care to use them (prop out issue)*

*Kathleen*

Daily Sitka Sentinel, Sitka, Alaska, Wednesday, December 3, 2008, Page 7

## State Higher Education Gets Some Low Grades

FAIRBANKS, Alaska (AP) — Alaska's higher education system has not made the grade, according to a recent national study.

The state fell short in three of five areas examined, according to a report by the National Center for Public Policy and Higher Education.

This group evaluates how well higher education is serving the public.

The study covered:

— Affordability.

Alaska joined 48 other states in receiving failing grades. Only California received a passing grade, a C.

Alaska undergraduates borrow on average \$5,427, one of the highest amounts nationally. For every Federal Pell Grant dollar, Alaska funded 6 cents.

— Preparation.

The study gave Alaska a C plus saying the state made improvements in preparing its students.

By the time they reach age 24, about 89 percent of the Alaskans earn a high school diploma or a GED diploma. That's up from 87 percent since the early 1990s.

### Bazaar Slated At St. Peter's

Episcopal Church Women have once again gleaned treasures from attics, closets, kitchens, cellars, jewelry boxes, linen closets, friends and family members for the Attic Treasures ta-

— Participation.

Better preparation has not translated into a passing participation grade, however. Alaska was one of three states to earn a failing assessment.

This was because 18 percent of the state's residents who are between 18 and 24 go on to higher education.

— Completion.

The study found that 67 percent of freshmen return for a second year, but 22 percent of first-time, full-time college students finish work toward a bachelor's degree within six years.

Saichi Oba, the University of Alaska's assistant vice president of student and enrollment services, said it's not easy to gauge Alaska's higher education system to other states because Alaska incorporates community colleges into the UA system.

"So our community college tuition appears high when compared to community college Outside; it's the premium we pay for proximity," Oba said in an e-mail. "Because of this, UA always gets marked down for affordability along with the lack of adequate needs-based aid in the state."

— Benefits.

Alaska recorded a C. The category examines how a state benefits by having more people pursue higher education.

In UA's case, the number of degrees awarded to Native students doubled from fiscal year 2001 to fiscal year 2007.

## Alaska's Dropout Rate Double U.S. Average

ANCHORAGE, Alaska (AP) — Alaska's high school dropout rate far outpaces the national average. In fact, it was double the national average from 2005 to 2006, or 8 percent, according to U.S. Department of Education figures.

In Alaska, the Commission on Postsecondary Education says 38 percent of today's ninth-graders will have no high school diploma in 10 years. That puts Alaska last in the nation for the number of ninth-graders who will likely have a four-year college degree in 10 years.

The road to failure can start early.

Some educators say they can see which kids aren't going to make it on the first day of kindergarten. Some children show up knowing how to read, while others come not even knowing their colors.

Alaska educators gathered for a third day on Saturday to brainstorm how to stop the epidemic of kids quitting school. They called dropping out a result of an accumulative failure, which can start before kids even enter school.

"This is a social issue, one we all own," said Association of Alaska School Boards executive director Carl Rose. "We all need to take some responsibility in this."

Part of the issue, according to University of Alaska president Mark

Hamilton, is cultural. Parents and families are not valuing education. They need to realize even skilled labor fields, like plumbing or construction, require training that depends on knowledge, such as math, learned in high school.

"We have to stop saying, 'College isn't for everyone,'" he said. "Postsecondary education is for nearly everyone unless your goal is to be the head fry guy at McDonald's."

Republican U.S. Sen. Lisa Murkowski convened the Saturday hearing. She asked state and national education experts what the federal government could do to help fix the problem.

Among the suggestions for federal help was to fund more pre-kindergarten programs; to support more vocational and technical classes in high schools; and to continue to provide special grants for the education of Alaska Natives, who have among the highest dropout rates.

"We are failing our kids and we should be ashamed of ourselves," said Tina Michels-Hansen, of Cook Inlet Tribal Council, which offers tutoring and other schooling help for Anchorage School District Alaska Natives.

"Schools have become factories that communities passively accept," she said.

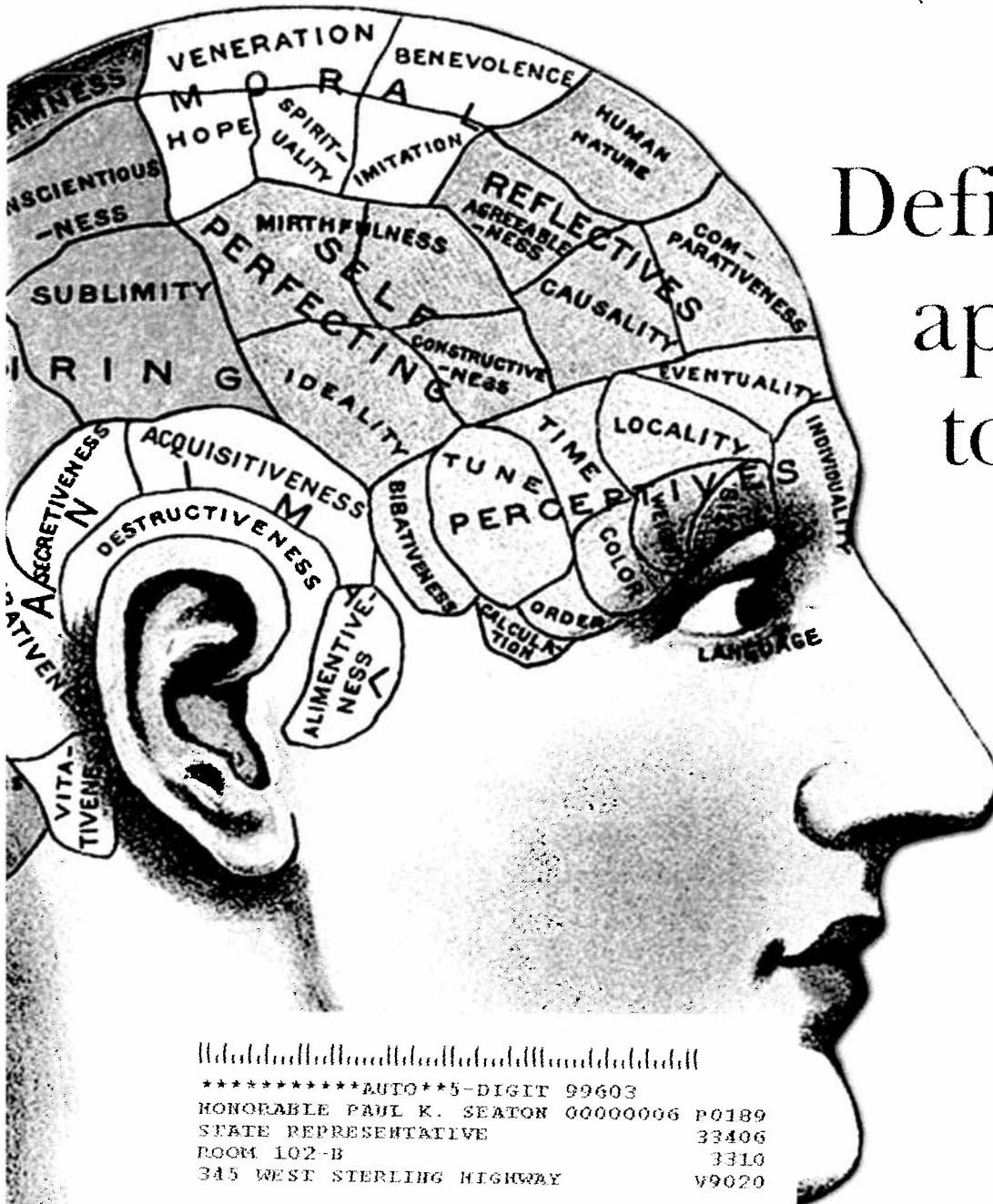
11-17-08  
11-17-08

# STATE LEGISLATURES

 NATIONAL CONFERENCE of STATE LEGISLATURES

## ed·u·cate (*verb*)

Defining new  
approaches  
to bullying,  
urban  
schools  
and  
dropouts.



|||||

\*\*\*\*\*AUTO\*\*5-DIGIT 99603  
HONORABLE PAUL K. SEATON 00000006 P0189  
STATE REPRESENTATIVE 33406  
ROOM 102-B 3310  
345 WEST STERLING HIGHWAY V9020

HOMER AK 99603-7820



# grad·u·ate (*verb*)

New approaches may cut into the nation's dropout rate.

BY SUNNY DEYÉ

**A** little experimentation may be the path to increasing high school graduation rates.

Career technical education, dual enrollment, early college high schools, and after-hours high schools are all approaches states are looking at to increase the value of their high school diploma and decrease dropout rates.

While there is no direct connection between these innovative approaches and a reduction in the dropout rate, research supports the notion that some of these different programs do reduce the likelihood that kids will leave school before graduating.

The search for new approaches is crucial

*Sunny Deyé tracks high school requirements and graduation rates for NCSL.*

as lawmakers and educators grapple with a new federal formula that, in many states, will likely show far fewer students are graduating on time with a regular diploma than was previously thought.

A top complaint of employers is that graduating students lack “soft skills”—the ability to solve problems creatively, communicate well, and interpret and evaluate information. The high school career academy—there are 2,500 of them across the country—is one



**SENATOR  
DARRELL STEINBERG  
CALIFORNIA**

popular approach to prepare kids for both college and work. The academies blend regular academic content with career-related studies, including mentoring and internships.

“Career academies are really about relevance,” says researcher James Kemple of the public policy research organization MDRC, who wrote a 2008 report on career academies.

In California, incoming Senate President Darrell Steinberg wants to give grants to emerging green businesses that will join with public schools to establish “green career academies.” He’d like to see partnerships with health care, high tech, biotech and other industries as part of the drive to change high school education.

“We must link education reforms to the new economy,” says Steinberg. “The green economy is an example of an opportunity to

**T**ime for a test. Here's a multiple choice question that might be harder than it looks:

**Which states had the highest 2007 graduation rate:**

- A) Indiana: 76.5 percent
- B) South Dakota: 88.4 percent
- C) North Carolina: 68.1 percent
- D) Not enough information to decide

*The correct answer is "D."*

That's because comparing high school graduation rates from state to state—and even school to school—is nearly impossible. States use four methods to calculate graduation rates, and many of them grossly overestimate the number of students graduating on time with a regular diploma.

That led U.S. Education Secretary Margaret Spellings to announce in April that the U.S. Department of Education will publish new rules this year requiring all states to calculate graduation rates using the same federal formula by the 2012-13 school year. She said the new approach means we "will not only better diagnose the dropout crisis, we'll be on our way to ending it."

The new formula is expected to be a calculation based on the number of kids who enter ninth grade and graduate with a standard diploma four years later. Some legislators are concerned that the plan requires building new databases and systems to analyze the information, all of which will cost money. States that do not comply will be in violation of the No Child Left Behind Act.

Using this method, the graduation rate tends to be considerably lower than most states now report. According to *Education Week's* EPE Research Center, about 71 percent of all U.S. public school students in 2005 graduated from high school on time with a regular diploma.

The results in the 17 states that have changed to the new formula have been dramatic. Indiana's rate went from nearly 90 percent to 76.5 percent. In North Carolina, the rate dropped to 68.1 percent from 96.1 percent.

As states start applying the new formula, there will be tremendous pressure to decrease the number of dropouts.

And there is a lot more at stake than

**DROPOUTS ARE A BIGGER PROBLEM WHEN SCHOOLS CHANGE HOW THEY COUNT GRADUATES.**



bookkeeping. Dropouts earn far less than high school or college graduates and can be a significant financial burden on society.

**STARTING EARLY**

Students drop out of school for many reasons: family demands, poverty, friends who drop out, schools that do little to encourage them to stay. Students also drop out because they are bored and don't see how their classes relate to their future. A 2005 survey found that most dropouts had passing grades, big career dreams and were confident they would have graduated. More than 80 percent said their chances of staying in school would have increased if classes were more interesting and encouraged real-world learning.

Research shows schools can identify as early as eighth and ninth grade the students most likely to drop out. Kids who are failing classes in middle school and skipping classes top the list, according to Elaine Allensworth, director of the Consortium on Chicago School Research at the University of Chicago.

Despite those early signs of trouble, schools do poorly at preventing dropouts. "Past strategies for dropout prevention have not been well-targeted, nor have they been

based on how students have done in their classes," says Allensworth.

Across the nation, legislators are trying to find ways to keep kids in school. They've considered providing better equipment, changing the curriculum so it prepares students for college or work, and offering different ways to graduate.

But the key is finding and funding proven programs.

"Education is one of those fields where we have a long history of trying something based on a whim or anecdote rather than on strong evidence," says James Kemple, author of a 2008 report on career academies. "Too often, investment in a program or intervention comes first with research running from behind, trying to catch up."

State lawmakers need evidence that a program works if they expect to make the case to the public, he says.

Senator Darrell Steinberg, the incoming president of the California Senate, says reform of middle and high schools is the state's No. 1 priority.

"Data are key," says Steinberg. Good information gives lawmakers and educators a clear picture of what's happening in schools and which strategies are working.


**ONE SIZE DOESN'T FIT ALL**

Solving the dropout problem takes a two-prong approach that seems largely driven by common sense, says Russ Rumberger, director of the California Dropout Research Project.

"Dropouts are concentrated. Some schools have large numbers of kids dropping out, while others have just small sub-populations," says Rumberger, who has worked closely with Steinberg's committee to study high school graduation.

The best approach is to use small-scale programs for the schools with few kids at risk, and take a more systematic approach in districts with deep-seated problems.

"States don't have a great track record of dealing with systemic problems," Rumberger says. "Money alone is not a promising strategy. Schools must be provided with proven strategies, guidance and oversight."

 **CHECK OUT** the four different ways graduation rates are calculated at [www.ncsl.org/magazine](http://www.ncsl.org/magazine).



**REPRESENTATIVE**  
**MARK ANDERSON**  
**ARIZONA**

meet environmental goals, create lots of jobs, and create a pipeline now from high school to the economy, while also making a dent in our dropout problem.”

Updating traditional career and technical education curricula to provide clear paths to success in school and on the job is another approach. In Arizona, for example, lawmakers created online vocational exams in 2000 that students can take to earn credentials in areas such as aircraft mechanics, bioscience, engineering and carpentry.

“This type of education is extremely valuable,” says Representative Mark Anderson, chair of Arizona’s Public Education Committee. “There are a number of students who really ‘plug into’ vocational courses.”

Arizona is challenging the old model of vocational education geared mainly to kids who can’t advance academically. Instead, students in these programs often end up going to college and see the vocational training as one more tool to further their academic careers.

#### **DIFFERENT APPROACHES**

A panel in North Carolina charged with investigating the dropout problem found that numerous programs trying to grapple with the problem were small and poorly funded.

“We wanted to find the programs that have been successful so that they could be duplicated and properly funded,” says Joe Hackney, speaker of the North Carolina House. The Legislature appropriated \$7 million for programs in 2007 and another \$15 million in 2008.

North Carolina’s approach reflects the state’s growing awareness that increasing



**NORTH CAROLINA**  
**JOE HACKNEY**  
**SPEAKER**



**SENATOR**  
**CYNTHIA NAVA**  
**NEW MEXICO**

graduation rates—only 68 percent of students graduate on time—will require new ideas and investments.

It’s a notion that resonates in New Mexico, where educators and lawmakers are grappling with one of the worst high school graduation rates in the country. Just 54.1 percent of students graduate in four years with a regular diploma.

The state recently passed legislation requiring high school students to complete either an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education, or a distance learning course in order to graduate.

“We gave a lot of thought to what kind of programs would add both rigor and relevance to the high school curriculum,” says Senator Cynthia Nava, vice-chair of the Legislative Education Study Committee. “By requiring students to take at least one course that demands a significantly different way of thinking and learning, we hope to engage and challenge all of them.”

#### **HELPING DROPOUTS**

States also are trying to help students who are older or have already dropped out of school. Many left school because they had to work or be at home during the day.

In Texas, Representative Scott Hochberg visited a high school in his district that offers classes on nights and weekends. The school helps students graduate with a high school diploma, rather than a GED.

“These kids clearly had made a choice to return to school to get their high school diplomas, and to continue to pursue higher



**REPRESENTATIVE**  
**SCOTT HOCHBERG**  
**TEXAS**

## **THE HIGH COST OF DROPPING OUT**

**M**ost high school dropouts face grim employment prospects and a lifetime of low-paying jobs. Several studies have found dropouts also have far-reaching effects on the rest of society.

◆ The average annual income for a high school dropout in 2005 was \$17,299, compared to \$26,933 for a graduate.

◆ More than 1.2 million students did not graduate from American high schools in 2008. The lost lifetime earnings for that class alone totals nearly \$320 billion.

◆ America would save more than \$17 billion in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.

◆ American households would have more than \$74 billion in additional accumulated wealth if all heads of households had graduated.

◆ More than \$310 billion would be added to the American economy by 2020 if students of color graduated at the same rate as white students.

◆ The American economy would see a combination of savings and revenue of more than \$7.7 billion in reduced crime spending and increased earnings each year if the male high school graduation rate increased by just 5 percent.

education. The high school diploma was the missing link, because they knew they could attend community college at night,” says Hochberg.

When he learned that the school didn’t receive extra funding for these students—they weren’t even counted in the state’s attendance system because they weren’t there for morning roll call—he pursued a bill to allow schools to count nontraditional students in dropout recovery programs.

“Kids who receive a high school diploma, rather than a GED, are getting real courses and real coursework,” say Hochberg. “We heard from industry that they’d much rather have an employee who finished high school than one with a GED. Also, these kids are much more likely to be successful in college.”

**➔ CHECK OUT** NCSL research on high school graduation rates, dropouts, and state-by-state report cards at [www.ncsl.org/magazine](http://www.ncsl.org/magazine).



**Dropout Prevention:** *Communities In Schools of Alaska works like glue, helping kids "stick with school" and graduate... ready for life.*

**State Board of Directors**

**Officers:**

Chairperson - Bobbi Ramos Olson  
Owner  
*Plan B - Events by Bobbi*  
Secretary/Treasurer - Sue Emisse  
Business Agent  
*Alaska State Employees Association*

**Members:**

Ethan Berkowitz  
*Former Alaska State Legislator*  
Patsy DeWitt  
*Former Alaska Board of Education*  
Angel Dotomain  
President & Chief Executive Officer  
*Alaska Native Health Board*  
Pam Lloyd  
Director  
*GCI School Access*  
Stan Lujan, MBA  
*Adjunct Faculty Member*  
*University of Alaska-Southeast*  
Natasha Pope  
Community Relations Manager  
*First National Bank Alaska*  
Jerry Stewart  
Chief Executive Officer  
*Arctic Controls, Inc.*  
Dr. Nancy Wagner  
Superintendent of Schools  
*Fairbanks North Star Borough*  
*School District*

**Statewide Affiliate Contacts:**

Anchorage, Gina Pastos  
Bethel, Kerri Fox  
Juneau, Elsa Demeksa  
Mat-Su, Dennis Boyer

**Statewide Initiatives:**

Career Exploration Opportunities:  
*Utter Consulting*  
*CBGoltz Consulting*

**Imagination Library:**

Tom Morgan, State Director

**State Office:**

Tom Morgan, State Director  
Judy Atkins, Administration

**Training and Development:**

*LaForest Consulting*

**Physical Address:**

1569 S. Bragaw St., Suite 205  
Anchorage, AK 99508

**Mailing Address:**

P.O. Box 140090  
Anchorage, AK 99514-0090  
Ph: (907) 333-4003  
Fax: (907) 333-4008

Web Site: [www.cisalaska.org](http://www.cisalaska.org)  
Email: [cisak@alaska.net](mailto:cisak@alaska.net)

February 4, 2009

The Honorable Senator Bettye J. Davis  
Alaska State Legislature  
State Capitol, Room 30  
Juneau, AK 99801-1182

Dear Senator Davis,

Communities in Schools of Alaska (CIS) offers to school districts an evidence based integrated educational support delivery system which provides schools with general prevention services and individual students with case management/intervention services. CIS works to reduce school dropout rates by identifying youth needs and gaps in services, promoting community engagement, coordinating partnerships, brokering and mobilizing existing resources that help to keep our kids in school. By connecting the dots and providing the glue, CIS increases the chances for student success by helping meet core needs and focusing on the kids in most need.

CIS of Alaska is requesting funding support as follows in the amount of \$1,574,000. This will be enhanced by funds from other sources, in-kind contributions, volunteer support, leveraged resources and other community fundraising.

Communities In Schools of Alaska Network

CIS of Anchorage (AVAIL)	\$58,000
CIS of Bethel	\$77,000
CIS of Fairbanks	\$810,000
CIS of Juneau	\$184,000
CIS of Mat-Su	\$106,000
Dolly Parton Imagination Library (IL) *	\$95,000
Career Exploration Opportunities (CEO)	\$25,000
Statewide Technical Assistance & Training	\$35,000
Statewide TQS/Evaluation	\$60,000
Statewide Management Administration & Coordination	\$124,000

Senator Davis, we are not asking the State of Alaska to fully fund these very important projects. The amount requested represents only a portion of the CIS network budget. CIS is a sound business decision for legislative dollars.

*CIS of Alaska is a non-profit 501.c.3 agency (Tax I.D. #06-1689908) dedicated to removing barriers to education for youth, working to increase graduation rates and reducing drop-out rates.*



CIS is focused on the priorities and needs of Alaska and Alaskans to include early learning, literacy, workforce development and dropout prevention. We are requesting that the State partner with us so that we might build upon the progress made thus far. I submit that the amount of dollars we are requesting pale when measured against the dollars we can, and are, leveraging and is an incredible return on investment; an investment in our most valuable resource: The Children of Alaska!

We were pleased to join the hundreds of concerned leaders at the Alaska Department of Education sponsored Summit held in November and participate as a panel member of select leaders invited to testify before Senator Murkowski's Field Hearing of the Senate Health, Education, Labor & Pensions Committee, on education issues, specifically the alarming number of youth dropping out of school. Innumerable media articles, administration comments, and Senate President Gary Stevens' priorities for this session all focus on one issue: **finding ways to reduce and curb the dropout epidemic among high school kids in Alaska.**

We can stop the epidemic; we must stop the epidemic! Communities In Schools of Alaska is evidence based, time tested and a vital element to the solution.

Thank you for your valuable time and thank you for your service to the great state of Alaska.

As always, if you or your staff desire additional information, you need only ask.

Sincerely,

Tom Morgan  
State Director

Cc: Members of House Finance Committee  
Members of Senate Finance Committee

*\*Strategic Alliance with Best Beginnings*

## Communities In Schools of Alaska

*Somberly statistics report that for every 50 ninth graders who enter school in Alaska, only 31 will graduate from high school and only 14 will go on to college, according to a report from the Alaska Commission on Postsecondary Education. Source: KTUU Channel 2 News, May, 2008*

**We Work Like Glue, Helping Kids "Stick with School" and Graduate Ready for Life**

### Communities in Schools (CIS) of Alaska Network

#### State Office

Anchorage, Alaska

#### State Office Initiatives:

- Career Exploration Opportunities (CEO)
- Dolly Parton's Imagination Library (IL)



#### **WE GET RESULTS!**

#### **CIS of Alaska Network Outcomes (2007-2008)**

- The network served **5,279 children and youth** statewide
- Of the CIS students tracked for attendance - **86% improved** in attendance
- Of the CIS students tracked for behavior - **83% improved** in behavior
- Of the CIS students tracked for academic improvement - **80% improved** academically
- Of the CIS students tracked for promotion - **95% promoted** to the next level
- Of the CIS eligible seniors tracked (targeted to graduate) - **94% graduated** on time.
- 134 students, primarily from rural areas, participated in career exploration and readiness activities through the CEO program.
- As a result of support by CIS of Alaska, an additional 2,372 children are enrolled in new Imagination Library programs in Fairbanks and Wainwright in addition to the 875 children participating through Nome and Juneau Affiliate hosted IL programs, totaling 3,247 Alaskan children! Mat-Su and Mountain View are developing IL programs.

#### **Success Through Partnerships and Collaboration**

Representing the local/community level, CIS Affiliates had *102 community partnerships*, *222 local volunteers* and *51 locally engaged board members* whom provided *3781 volunteer hours*. Additionally, the State Office, CIS of Alaska, benefited greatly by and expanded our impact through the support of over *50 local, state and national partnerships*.

#### **Affiliates**

##### **CIS of Anchorage, AVAIL**

Anchorage School District

##### **CIS of Bethel**

Lower Kuskokwim School District

##### **CIS of Fairbanks (New 08/09)**

North Star Borough School District

##### **CIS of Juneau**

Juneau Borough Schools

##### **CIS of Mat-Su**

Matanuska-Susitna Borough School District

##### **CIS of Nome**

Nome Public Schools

Dollar for dollar, the right investment in our children's future.



With sites in Anchorage/AVAIL, Bethel, Juneau, Mat-Su and Fairbanks (and Nome pending), **Communities In Schools of Alaska** is making **remarkable progress** in positively affecting the **high school dropout rate**, **early literacy** and **career development**. **Highlights from the current 2008-2009 year include:**

- **CIS of Anchorage/AVAIL** is serving 81 students that were dropouts. Students are now learning, earning credit and preparing for their HSGQE, with an average of 65-70% attendance rates. This demonstrates great improvements from their past truant behaviors which resulted in their prior dropout.
- **CIS of Bethel** is working creatively with the District Court, the community of Bethel and its neighboring villages to address underage drinking. So far this year, it has served 75 youth and families and has received 31 referrals from court or Juvenile Justice. Additionally, it recently graduated its first Youth Court official.
- **CIS of Fairbanks** is the newest affiliate to our network and represents participation of over 30 school sites and 18 "graduation coaches" in the graduation success program in the North Star Borough School District.
- **CIS of Juneau** has been operating an effective and very successful care coordinator program that provides at-risk students with needed services to help them stay in school. Since the inception of the program five years ago it has served over 500 students ranging from pre-kindergarten through twelfth grade. The majority of students that were served were in high school. Out of all those students, less than 10% of students dropped out. This is where the CIS motto of "A Personal One-On-One Relationship with a Caring Adult" is a proven truism. Additionally, CIS of Juneau has recently implemented a new Ethics and Leadership After School Program for students from elementary through high school.
- **CIS of Mat-Su** The CIS of Mat-Su site, the Mat-Su Day School, provides education, mental health counseling, evaluation, and case management services on campus and also uses a "running team" to provide outreach to students in regular schools who are in need of support to keep them in school. By serving students with emotional problems, CIS of Mat-Su is focusing directly on the heart of the dropout problem because this group has the highest dropout rate of all students, exceeding 50% nationwide. So far this year, we have served 64 of our highest risk youth.
- **Career Exploration Opportunities (CEO)** a statewide initiative, works to expand career opportunities to Alaskan youth, specifically targeting rural high school students through providing a blended learning program with video-conferencing as an integral component. This year, CEO has enrolled approximately 100 High School students, grades 9 - 12 from eight school districts and 12 school sites, including: Iditarod School District – McGrath, Takotna, Grayling, Holy Cross & Shageluk; Nome School District – Nome High School; Yupiit School District – Tuluksak; Lower Yukon – Scammon Bay; Valdez – Valdez High School; Dillingham – Dillingham Alternative School; ASD – AVAIL Alternative School; and Juneau High School.
- **Dolly Parton's Imagination Library**, another statewide initiative and an early intervention program to combat illiteracy, started with a pilot program in Nome in response to the Nome elementary principal's observation that children were reporting to kindergarten unprepared, especially in the area of reading. The program quickly spread to Juneau where over 800 children have enrolled with another 2000 additional children eligible, but lack of funds has slowed sign-ups. Wainwright, Wrangell, Ketchikan and Fairbanks also have active IL programs with Mat-Su poised for implementation. Anchorage's new IL has already enrolled approximately 1000 children and has a goal to double that number of enrollments. By the end of this year, over 5,000 children birth to five will be enrolled statewide, including the First Family's newest addition, Trig Palin. Reading is fundamental. A recent survey saw the number of parents reading to their children jump from 50% to 75% in one year! The Imagination Library is a proven effective program that helps children start school ready to learn and has been adopted by Best Beginnings.
- **And, CIS is evidence-based--our model works!** The CIS Model is proving very effective. Research shows that comprehensive, integrated student services are necessary components of effective, school-based efforts to increase graduation rates and improve student achievement.

**Communities In Schools of Alaska is focused on the priorities of this State: Education, Literacy, Graduation and Career Development. CIS of Alaska is making a difference.**

CIS of Alaska is a non-profit 501 (c) 3 agency (Tax I.D. # 06-1689908) dedicated to removing barriers to education for youth, working to increase graduation rates and reducing drop-out rates.  
P.O. Box 140090 Anchorage, AK 99514-0090

Phone: (907) 333-4003 - Fax: (907) 333-4008 - E-Mail: [cisak@alaska.net](mailto:cisak@alaska.net) - Visit us on the web at: [www.cisalaska.org](http://www.cisalaska.org)