

SmartCamp

act
alaska children's trust

2022

KIDS COUNT ALASKA
Education



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LETTER FROM

Alaska Children's Trust

Alaska's future prosperity depends on our ability to improve the well-being of the next generation. Children represent 25% of Alaska's population and 100% of our future. Today, our children's future is not faring well and, in some areas, we're not just falling behind; Alaska's children are faring empirically worse.

According to the Annie E. Casey Foundation's KIDS COUNT program, overall Alaska ranks 41st in the nation for child well-being; up from 45th in the nation in 2019, but down from 27th in 2015.

The goal of Alaska Children's Trust's KIDS COUNT efforts are to provide a wider lens while maintaining our focus on this question: If Alaska's children were thriving, how would we know?

We know that national, state, and local policies have great influence on the well-being of Alaska's children. In general, good policy stems from a combination of public need, human experience, and sound, measurable data. Yet even good policy is empty without the appropriate resources to make it effective.

To that end, in addition to key indicators of child well-being and related policy recommendations, this study also incorporates data from the Alaska Children's Budget to illustrate how our state's fiscal priorities align. Understanding the thread that runs from policy to investment to outcome is a key connection that we hope our readers will make. At ACT, we are committed to data-driven child advocacy.

When the well-being of Alaska's children increases, the long-term costs to society of crime, substance misuse, lost economic potential, and strain on corrections and healthcare systems are greatly reduced. As leaders debate the future of our state, Alaska KIDS COUNT is devoted to supporting informed policy decisions and ensuring children are at the center of the conversation.

We look forward to a day when all Alaska's children benefit from strong families, safe communities, and resources to thrive.



Trevor J. Storrs
President/CEO

INTRODUCTION

What is KIDS COUNT?

KIDS COUNT is a national and state-by-state effort to compile high-quality, reliable data that answers the question, “How are our children doing?” A premiere data source on children and families, national KIDS COUNT not only tracks key measures of child well-being, but also outlines how Alaska compares to other states.

As Alaska’s KIDS COUNT affiliate, every other year the Alaska Children’s Trust publishes an expanded KIDS COUNT data profile specific to Alaska, in conjunction with the Annie E. Casey Foundation.

The mission of KIDS COUNT is to ensure child advocates, policymakers, and the public have access to high-quality, unbiased data about child well-being.

KIDS COUNT tracks the well-being of Alaska’s children across four categories:



Economic Well-Being



Education



Health



Family & Community



Want to explore even further?
Visit the Alaska KIDS COUNT Data Center for an interactive online platform featuring hundreds of indicators on the well-being of Alaska’s children.
datacenter.kidscount.org/data#AK



KIDS COUNT books can be found online at alaskachildrenstrust.org/kids-count



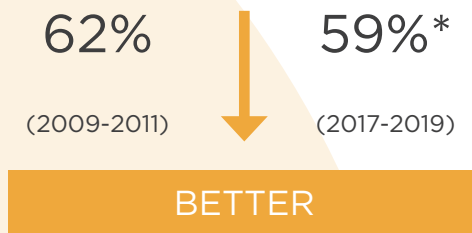
EXECUTIVE SUMMARY

Education – National Rank

In the category of Education, Alaska ranks 49th in the nation, just behind Louisiana and just ahead of New Mexico. Over the long-term, Alaska has made substantial progress in just one core indicator: high school students graduating on time. The state has also made slight progress in getting young children into high quality early childhood opportunities, but has lost ground in the percentage of fourth graders proficient in reading and eighth graders proficient in math. Alaska is struggling not just relative to peers, but also in terms of objective outcomes.

Alaska Ranks
49th
out of 50 states
for education

In the last decade, Alaska has made progress in two of the four core education indicators that determine national rank:



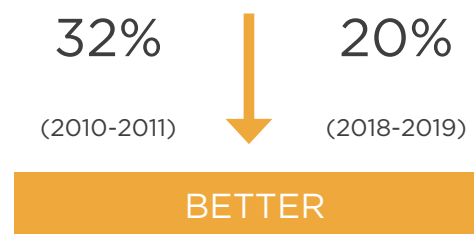
Young Children (Ages 3 & 4) Not in School



Fourth Graders Not Proficient in Reading



Eighth Graders Not Proficient in Math



High School Students Not Graduating On Time

**Due to the effects of the COVID-19 pandemic on the 2020 American Community Survey, the Annie E. Casey Foundation is currently using a five-year average for this indicator. For purposes of internal and historical consistency, this study uses the traditional three-year average.*



EXECUTIVE SUMMARY

Trends and Takeaways

AREAS OF PROGRESS

The percentage of young **children ages three and four** who are not in school fell from 62 percent in 2009-2011 to 59 percent in 2017-2019.

Alaska has made significant progress in reducing the percentage of **Alaska high school students not graduating on time**. This percentage declined from 32 percent in 2010-2011 to 20 percent in 2018-2019. Improvement can be partially attributed to programs like Anchorage's "90 by 2020" initiative, which increased the percentage of Anchorage School District students graduating on time from 59.6 percent in 2005 to 84.1 percent in 2019.

Overall, the percentage of three-year-olds receiving **developmental screens** in Alaska saw a mild increase from 77 to 79 percent. However, numbers vary widely around the state, with screens in Northern and Southwest regions far below the state average, at 57 percent and 42 percent respectively.

Alaska has made notable progress in reducing **students who drop out of high school**, from 5 percent in 2008-2009 to 3 percent in 2020-2021. However, data shows recent regional upticks in the Matanuska-Susitna, Gulf Coast, and Southeast regions.

AREAS OF REGRESSION

The percentage of **fourth graders below proficient in reading** increased from 73 percent in 2009 to 75 percent in 2019. Though on par with percentages from the past decade,

2019 represents the lowest proficiency seen in the time-series.

The percentage of **eighth graders not proficient in math** rose from 67 percent in 2009 to 71 percent 2019. Data shows both significant racial disparities and that lack of proficiency has been increasing for every racial/ethnic group except one.

Statewide, only 31% of students (less than one in three) demonstrate **kindergarten readiness**, dropping two percentage points between the 2018-2019 and 2021-2022 school years.

AREAS WITHOUT TREND

Statewide, more than one in four public school students were chronically absent in 2018-2019. In some regions, the ratio can reach as high as one in every two. Challenges with data collection due to the COVID-19 pandemic make it difficult to discern any trend.

Roughly 1 out of every 2 incoming kindergarten students demonstrates **social emotional readiness**. This ratio does not appear to be changing overtime. Regions where a smaller proportion of children display the desired skills also tend to show lower overall kindergarten readiness.

In 2022, slightly more than half (56 percent) of Alaska's 6th to 12th graders reported feeling **cultural connectedness at school** - that their school values the language and culture of their family. This proportion has remained relatively steady since 2017.

EDUCATION INDICATORS

for Children, Youth, and Families

The national KIDS COUNT project collects large amounts of data in the topic areas of Health, Education, Economic Well-Being, and Family & Community. From this data, the Annie E. Casey Foundation tracks *four core data indicators* in each topic area to calculate each state's KIDS COUNT ranking.

The national KIDS COUNT program bases rankings on four indicators:

1 | Young children
(ages 3 & 4) not
in school
PAGE 10

2 | Fourth graders
not proficient
in reading
PAGE 12

3 | Eighth graders
not proficient
in math
PAGE 14

4 | High school
students not
graduating on time
PAGE 16



In addition to the four indicators selected by the national program, ACT, based on recommendations from a panel of Alaska education experts, selected six additional indicators whose movement would indicate true positive (or negative) changes in child well-being in Alaska.

These additional indicators are:

5 | Kindergarten
Readiness
PAGE 18

6 | Developmental Screens
of 3-year-olds
PAGE 20

7 | Student Chronic
Absenteeism
PAGE 22

8 | Students who Drop
Out of School
PAGE 25

9 | Social Emotional
Skills
PAGE 26

10 | Cultural
Connectedness
PAGE 28

1. Young Children (Ages 3 & 4) Not in School

High-quality preschool programs for 3- to 4-year-olds help set the stage for future skill development, learning and well-being, particularly for children from low-income households. These programs play an important role in preparing children for success and lead to higher levels of educational attainment, career advancement and income.

The proportion of young children not in school in Alaska remained steady from 2009 until 2018, averaging 63 percent over the decade, but dropped to 59 percent over the 2017-2019 survey timeframe. Significantly,

this is the first time since KIDS COUNT has been reporting this metric that Alaska has been under 60 percent. Despite this progress, the proportion of young children in Alaska not in school remains roughly 13 percent (7 percentage points) higher than the national average of 52 percent over the same time period.

Children ages 3 to 4 are considered “not in school” if they have not been enrolled in the previous three months, including in preschool or kindergarten. Head Start programs, along with other federal or state sponsored preschool programs, are considered preschool.

Percent

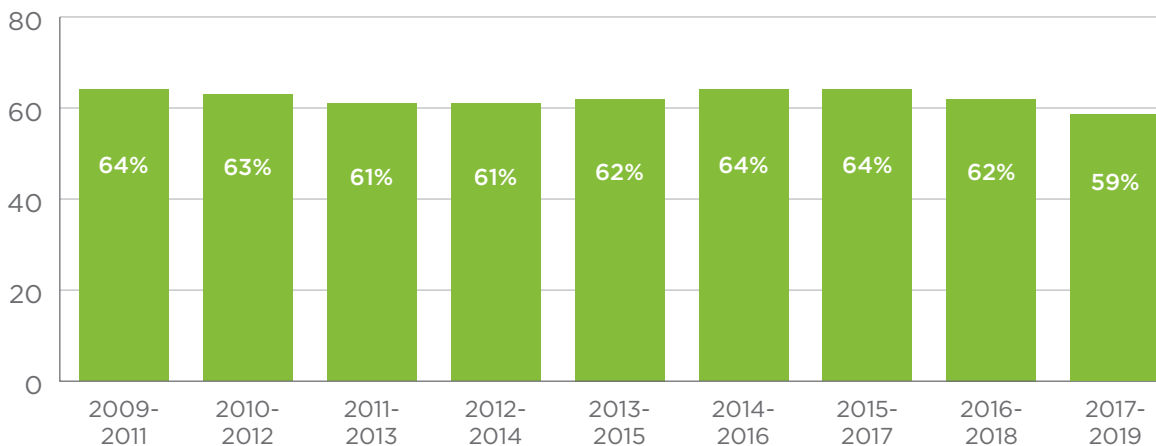


Figure 1. Young Children (Ages 3 to 4) Not in School (Percent)

Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, pooled 2007-09 to 2017-19 one-year American Community Survey. Retrieved from the KIDS COUNT Data Center.

Though still higher than the national average, 2017-2019 marks the first time in a decade that Alaska’s proportion of young children not in school measured under 60 percent.

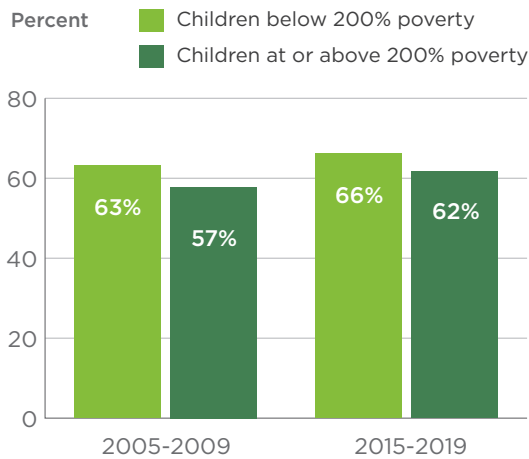


Figure 2. Young Children (Ages 3 to 4) Not in School by Poverty Status (Percent)

Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2005-09, 2010-14, 2011-15, 2012-16, 2013-2017, and 2014-2018 five-year American Community Survey. Retrieved from the KIDS COUNT Data Center.

Children from families living below 200 percent of the federal poverty level are slightly less likely to be in school at ages 3 and 4 than families at or above the level. The percentage of children not in school increased by 5 percentage points (a 9 percent increase) between the 2005-2009 and 2015-2019 timeframes for those at or above the 200 percent poverty level, while it has increased by a more modest 3 percentage points (a 5 percent increase) for children below 200 percent of the poverty level.

Most data on race and ethnicity are held confidential due to small sample sizes, except for American Indian/Alaska Native children and Non-Hispanic White children.

Between 2005 and 2018, about half of American Indian/Alaska Native children age 3 to 4 were not enrolled in school. Thus, American Indian/Alaska Native children are about 35 percent (about 18 percentage points as of 2018) more likely than Non-Hispanic White children to attend school at ages 3 and 4. While the portion of young American Indian/Alaska Native children not in school has remained steady over the reported years, the portion of young Non-Hispanic White children not in school has increased about 4 percentage points.

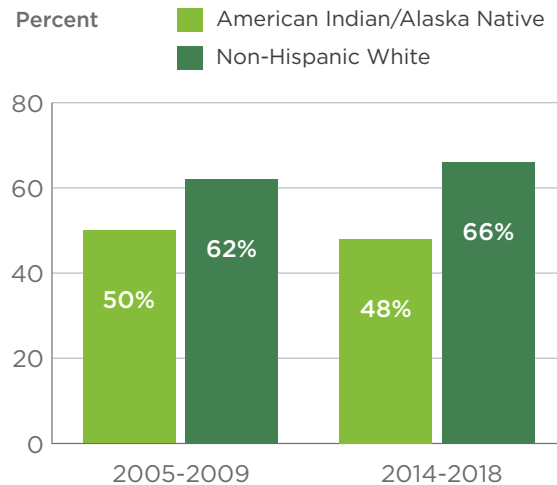


Figure 3. Young Children (Ages 3 to 4) Not in School by Race and Ethnicity (Percent)

Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2005-09, 2010-14, 2011-15, 2012-16, 2013-17, and 2014-2018 five-year American Community Survey. Retrieved from the KIDS COUNT Data Center. * denotes suppressed

2. Fourth Grade Reading Proficiency

Alaska is struggling to create student proficiency in reading by the fourth grade and the last decade has shown little change in this situation. On average over the last decade, nearly three-quarters (73 percent) of Alaska fourth graders scored below proficient on reading achievement tests. The percentage of students who were reading proficient rose from the 26-27 percent proficient in 2009-

2013 to 30 percent in 2015 before reverting to at or below the long-term average by 2019. It is not clear if the 2015 reading indicated an increasing trend that suddenly changed, or if the 2015 proficiency score was a single year anomaly. What is clear is that the 2019 proficiency measure is the lowest in the time-series.

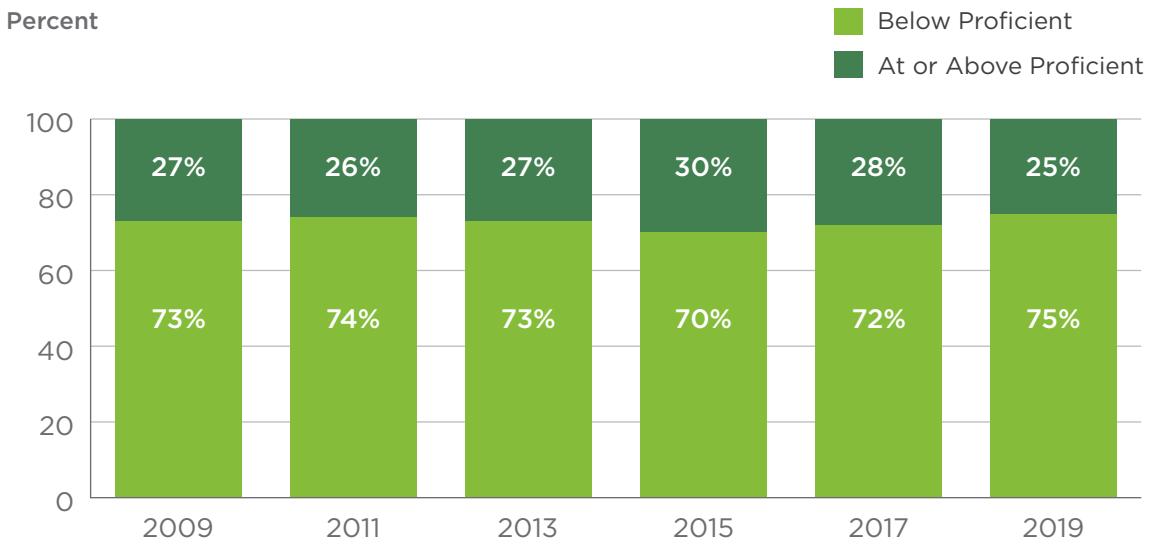


Figure 4. Fourth Grade Reading Achievement Levels (Percent)

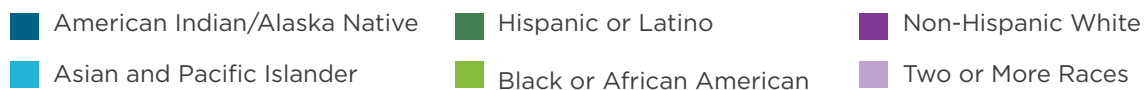
Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Available online at <http://nces.ed.gov/nationsreportcard/>. Retrieved from the KIDS COUNT Data Center.

Alaska's education data show significant racial/ethnic disparities in fourth grade reading proficiency.

For example, approximately nine out of ten American Indian/Alaska Native fourth graders scored below proficient reading levels for every reported year since 2009, the highest rate below proficient for any race or ethnicity in Alaska. In comparison, the portion of Non-Hispanic White students scoring below

proficient has hovered around 61 percent over the last decade.

All of the racial/ethnic groups except American Indian/Alaska Native students showed three consecutive measurement years of increasing proficiency before losing ground either in 2017 or 2019. For example, Asian and Pacific Islander students improved their scores in 2013, 2015, and 2017 before seeing a five-point increase in the portion scoring below proficient. Hispanic and Latino students show the same pattern except the improvement trend started in 2011 and the decline in proficiency started in 2017.



Percent

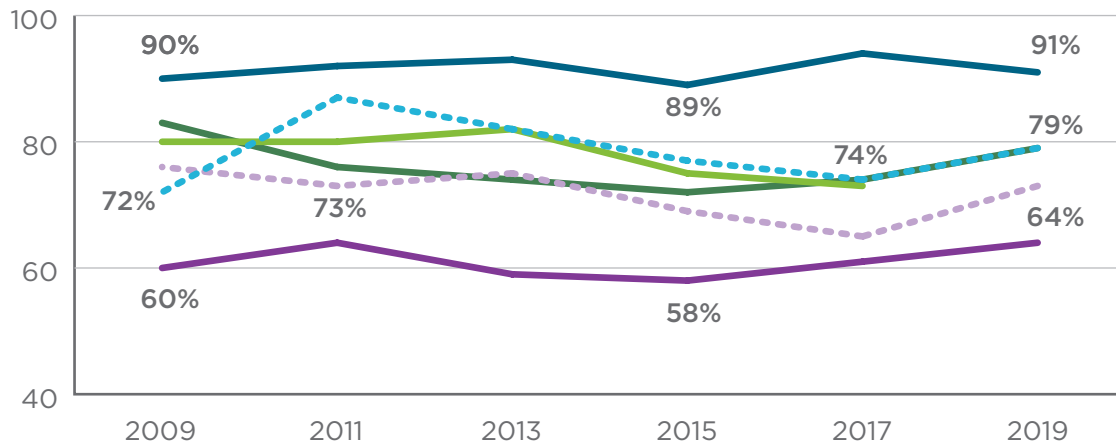
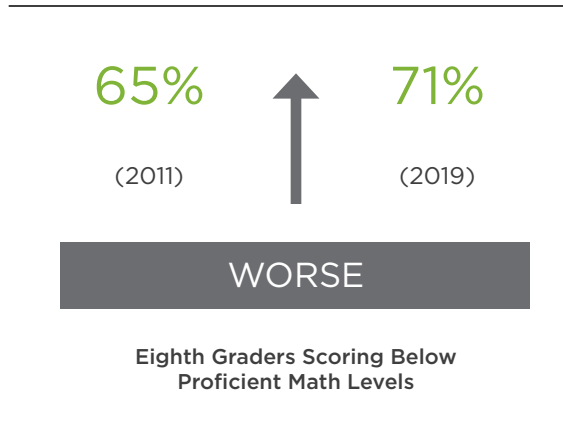


Figure 5. Fourth Graders Who Scored Below Proficient Reading Level by Race and Ethnicity (Percent)

Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2005-09, 2010-14, 2011-15, 2012-16, 2013-17, and 2014-2018 five-year American Community Survey. Retrieved from the KIDS COUNT Data Center.

3. Eighth Grade Math Proficiency

Since 2011 the proportion of Alaska eighth graders scoring below proficient in math has increased from 65 percent in 2011 to 71 percent in 2019.



The percentage scoring at or above proficient showing a corresponding decline.

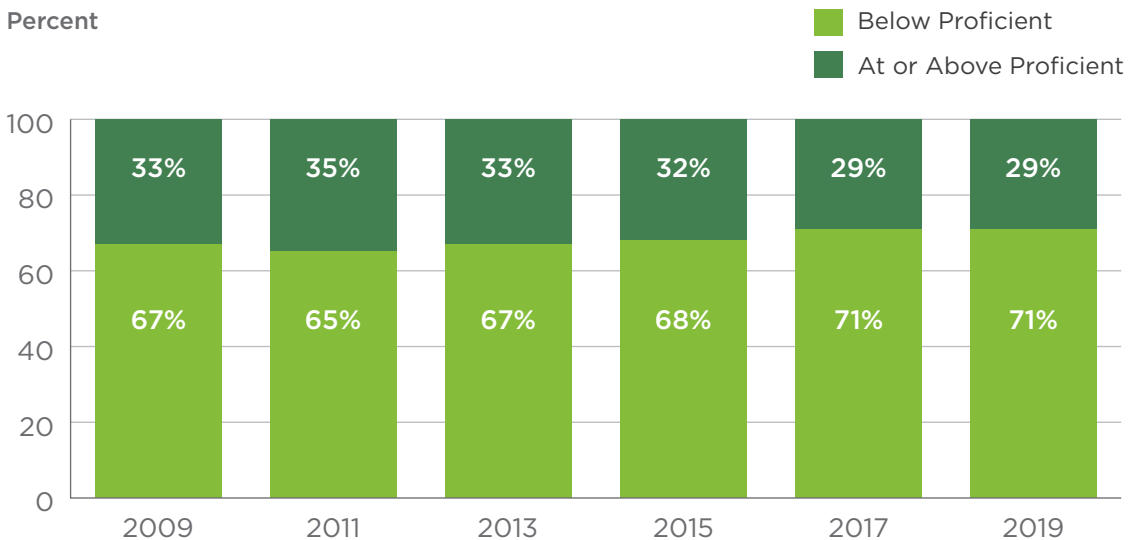


Figure 6. Eighth Grade Math Achievement Levels (Percent)

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Available online at <http://nces.ed.gov/nationsreportcard/>. Retrieved from the KIDS COUNT Data Center.

Looking through a lens inclusive of race and ethnicity, we find both significant racial disparities and that lack of proficiency has been increasing for every racial/ethnic group except one.

On average, Non-Hispanic White students had the lowest rates of non-proficiency with non-proficient rates ranging between 53 percent in 2011 and 59 percent in 2019. Meanwhile, American Indian/Alaska Native students and Black or African American students had the highest rates of non-proficiency ranging

between 85 percent and 89 percent and 83 percent and 91 percent respectively. Hispanic or Latino students were the only group to see non-proficiency rates drop with a four percent (3 percentage point) decrease between 2009 and 2019. While non-proficiency rates have dropped for those students, they are still 25 percent more likely than Non-Hispanic White students to be non-proficient in math in the eighth grade. Between 2009 and 2019 Black or African American students experienced the largest increase in non-proficiency with a 9.6 percent (8 point) increase.

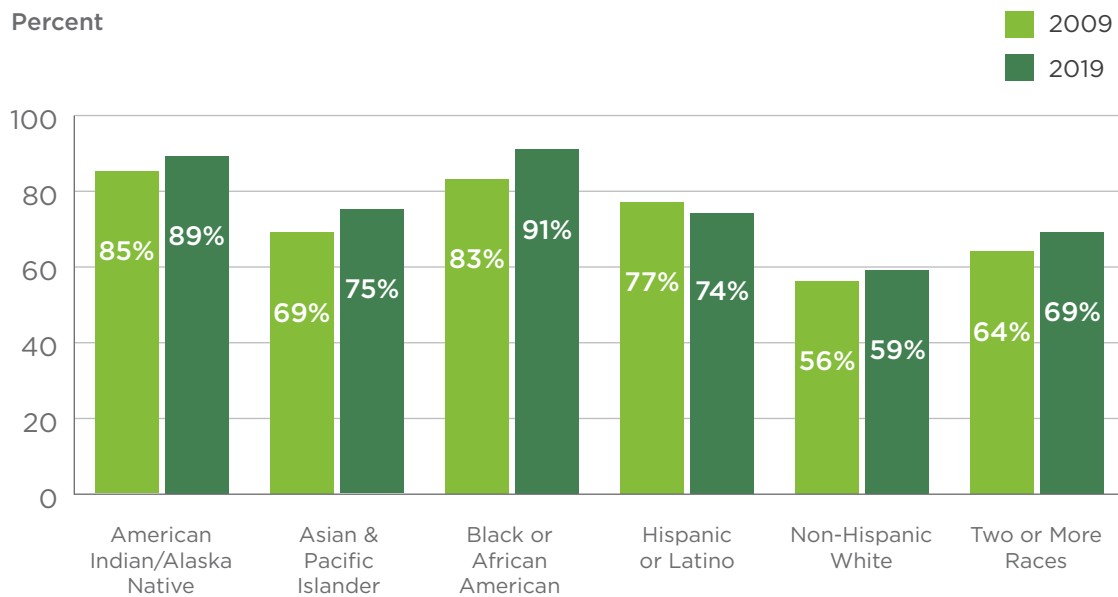


Figure 7. Eighth Graders Who Scored Below Proficient, Math Achievement Levels by Race and Ethnicity (Percent)

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Available online at <http://nces.ed.gov/nationsreportcard>. Retrieved from the KIDS COUNT Data Center.

4. High Schoolers Graduating on Time

Over the past decade, Alaska significantly improved its on-time high school graduations. The proportion of high school students not graduating on time decreased by 20 percent (5 percentage points) between 2009 and 2013. However, this study notes that methods for reporting high school students not graduating on time changed between the 2012-2013 and 2013-2014 academic years.

With the methodology change in 2013-2014, there was an almost 10 percent increase in students reported not graduating on time from the previous year. Since that change, Alaska has made substantial gains in this area with a 31 percent reduction (9 percentage point) decline in the proportion of students not graduating on time.

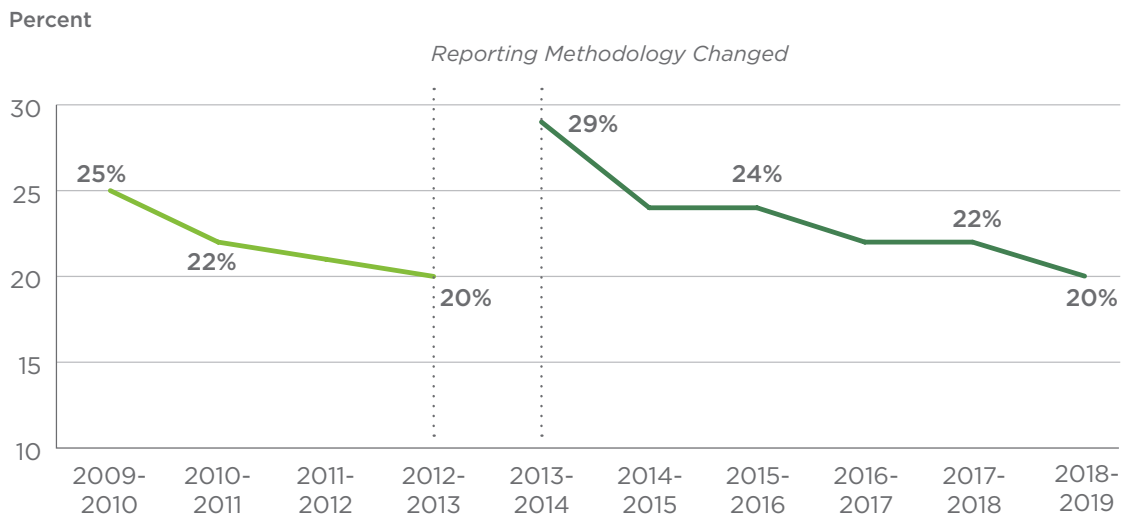


Figure 8. High School Students Not Graduating on Time, Alaska (Percent)

Source: Population Reference Bureau, analysis of data from the U.S. Dept. of Education. U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data (CCD), State Dropout and Completion Data: 2005-2006 - 2012-2013. Analysis of data from U.S. Dept. of Education's Institute of Education Sciences (IES), National Center for Education Statistics (NCES), Digest of Education Statistics for 2013-2014 - 2018-2019. Retrieved from KIDS COUNT Data Center.

As with math proficiency, there are significant racial/ethnic disparities in high school graduation rates.

While significant racial/ethnic disparities exist, Alaska is making progress across all racial/ethnic groups in reducing the proportion of students who do not graduate on time. Between 2013-2014 and 2018-2019 the percentage of students not graduating on-time fell for all ethnic groups with all groups

experiencing reductions since 2013 ranging from 22 percent (Two or More Races) to 50 percent (Asian and Pacific Islander). That fact noted, as with non-proficiency in math, there are significant racial/ethnic disparities in high school graduation rates. Asian-Pacific Islander students were the least likely students to not graduate on time in 2018-2019 with just 13 percent of Asian-Pacific Islander and 14 percent of Non-Hispanic White students failing to graduate on time.

In contrast, in 2018-2019 approximately one-third (32 percent) of American Indian/Alaska Native high-schoolers did not graduate on time, a rate 60 percent higher (12 percentage points) than the state average and the highest rate for any race/ethnic group. This rate is followed by 21 percent of Black or African American students, 20 percent of Hispanic or Latino high schoolers, and 24 percent of students of Two or More Races. (See Appendix)

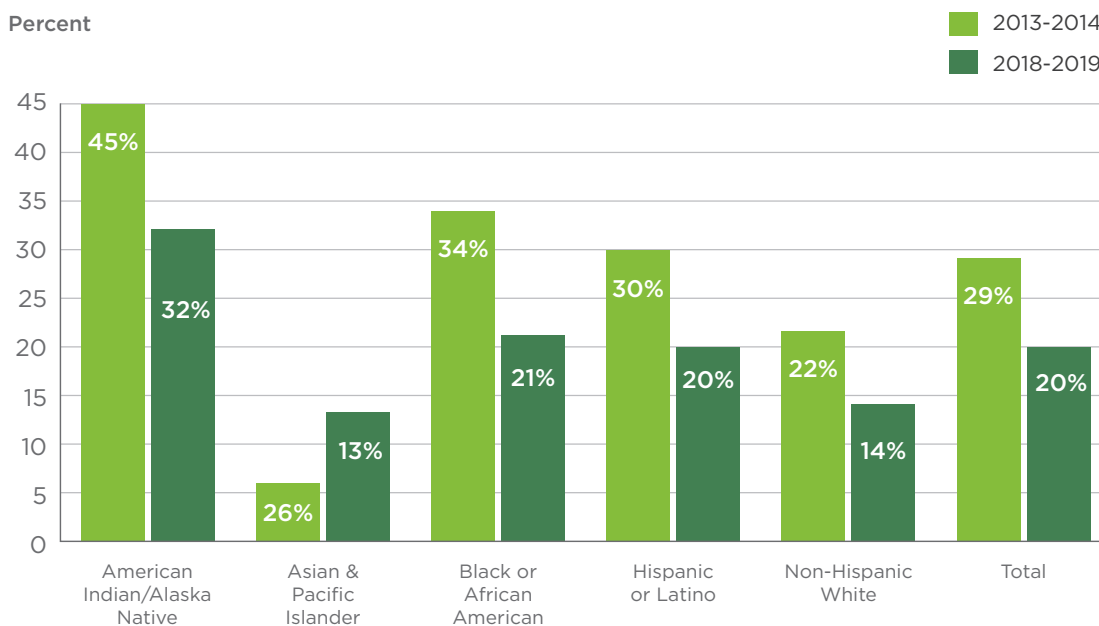


Figure 9. High School Students Not Graduating on Time by Race and Ethnicity (Percent)

Source: Population Reference Bureau, analysis of data from the U.S. Dept. of Education. U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data (CCD), State Dropout and Completion Data: 2005-2006 - 2012-2013. Population Reference Bureau, analysis of data from Dept. of Education's Institute of Education Sciences (IES), National Center for Education Statistics (NCES), Digest of Education Statistics for 2013-2014 - 2018-2019. Note: Two or More Races not tracked before 2012-2013. Retrieved from KIDS COUNT Data Center.

5. Kindergarten Readiness

Kindergarten readiness in Alaska is determined as the percentage of children entering kindergarten who consistently demonstrate¹ at least 11 out of 13 skills and behaviors identified in five domains of Alaska's Early Learning Guidelines in the following categories:

- Physical Well-Being, Health, and Motor Development
- Social and Emotional Development
- Approaches to Learning
- Cognition and General Knowledge
- Communication, Language, and Literacy

Statewide, less than one in three students is meeting at least 11 of the 13 goals indicating they are ready for kindergarten.

This indicator is one of the few where ACT has recent enough data to see the possible effect of the COVID pandemic. First, there's a lack of data about preparedness for the 2020-2021 school year because most school districts started the year under pandemic conditions. Data for 2021-2022 show a two-percentage point (7 percent) decline in preparedness statewide after several years of small gains. Declines in preparedness were concentrated in the Matanuska-Susitna, Southeast, and Southwest regions with smaller effects seen in other regions. Prior to the pandemic, the state had made small, consistent gains in this area. In addition to the effect of the pandemic, the data show that readiness levels vary from year

to year and region to region. In general, the highest readiness levels are in the Interior, Matanuska-Susitna, and Gulf Coast regions, where 35-35-34 percent of incoming students were Kindergarten ready in 2021-2022.

Conversely, the Northern and Southwest regions reported readiness levels that were 7 percentage points (23 percent) and 14 percentage points (45 percent) lower than the statewide average. In these regions less than one-in-four incoming students were kindergarten ready. The Southeast region's kindergarten readiness score dropped considerably from the 2019-2020 school year to the 2021-2022 school year, from 37 percent to 31 percent, while Matanuska-Susitna experienced a similar decline, from 42 percent to 35 percent.

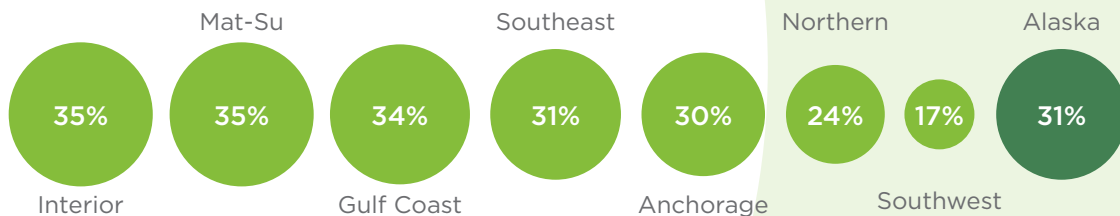


Figure 10. Kindergarten Readiness, by Region (at least 11 goals met out of 13), 2021-2022 (Percent)

Source: AK Dept. of Education and Early Development. Retrieved from: KIDS COUNT Data Center

Note: Smaller school districts may be excluded from regional reports due to suppression or unstable statistics.

Note: Percentages are Appendix Table 11 and Table 12 added together, representing portion of children meeting 11, 12, or 13 of 13 goals.

¹ Consistently demonstrate is when a student exhibits a skill at least 80 percent of the time.



6. Developmental Screen

Early life developmental screens

identify children who might be experiencing, or prone to developing, mitigable or preventable developmental delays.

The earlier parents, caregivers, and professionals are aware of these delays the higher the likelihood of effective treatment, thus increasing quality of life for the child and lowering long-term medical and social costs.

On average, between 2015-2016 and 2017-2018, three-quarters (77 percent) of three-year-olds in Alaska received a developmental screen. While this proportion increased to 79 percent in 2018-2019, there are a significant geographic and racial ethnic disparities. The Anchorage region has the highest developmental screen rate at 90 percent in

the most recent year and the proportion of three-year-old children who received a screen increased from 82 percent to 90 percent between 2015-2016 and 2017-2018. In contrast, in the Southwest region of the state just 42 percent of children received a developmental screen in 2018-2019. Despite scoring lowest among Alaska's regions, this proportion is 24 percent (8 percentage points) higher than the 2017-2018 measure and reverse a decline from 2015-2016 to 2017-2018. Other than Anchorage and the Southeast region, which essentially remained steady from 2017-2018 to 2018-2019, all Alaska regions improved by at least 3 percentage points over these two measurement timeframes.

This study notes that based on 2015-2016 developmental screen data and 2017-2018 kindergarten readiness data, there is an exceptionally strong correlation (0.97) between a region's proportion of three-year-olds who received a developmental screen and a region's proportion of kindergarten students assessed ready to learn two years later. The regions with the lowest developmental screen rates also have the lowest kindergarten readiness scores.

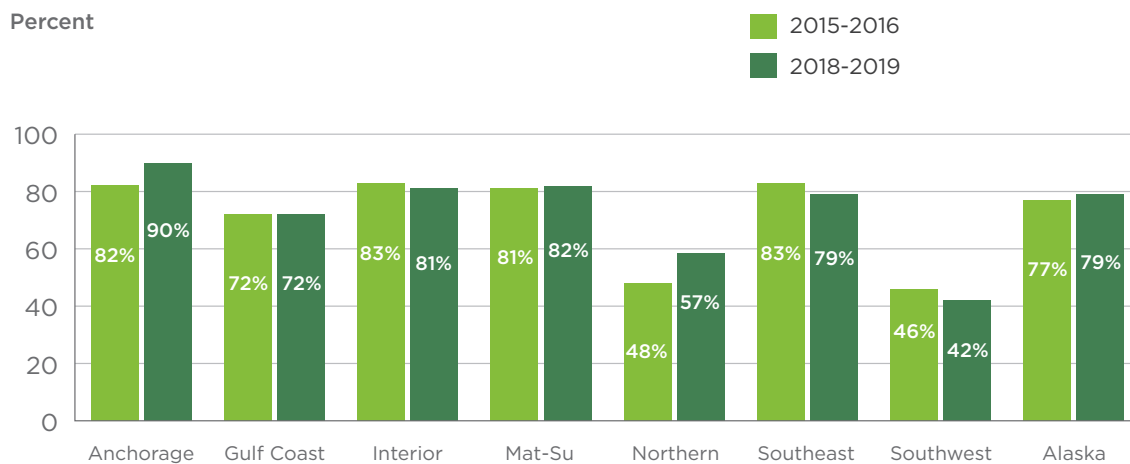


Figure 11. Three-Year-Old Children Who Received a Developmental Screen by Region (Percent)

Source: Alaska Childhood Understanding Behaviors Survey (CUBS) 2-year averages for 2015-2016 & 2016-2017, Alaska Division of Public Health's Maternal and Child Health Epidemiology Unit. <http://dhss.alaska.gov/dph/wcfh/Pages/mchepi/cubs/data.aspx>. Retrieved from KIDS COUNT Data Center.

The racial/ethnic data for this indicator is limited in the number of racial/ethnic groups covered and the number of years of available data.

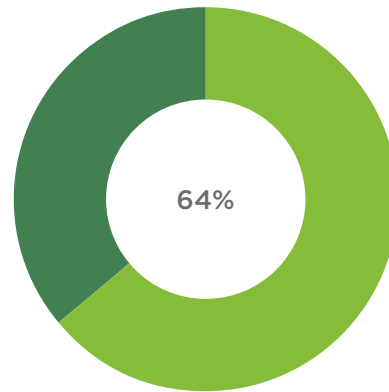
The data show that Alaska Native children are one-quarter less likely to receive a developmental screen than White or children of other racial/ethnic group descent.

In 2018-2019, 64 percent of American Indian/Alaska Native children received a developmental screen compared to 84 percent of White children and 85 percent of children from other ethnic backgrounds.

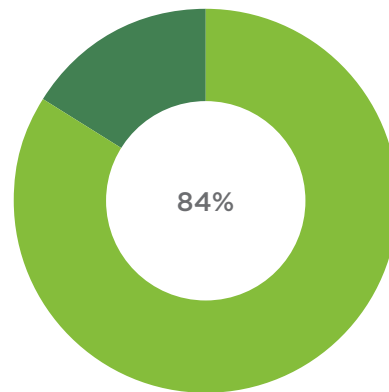
A portion of this discrepancy is likely associated with the regional discrepancies noted above; individuals of American Indian/Alaska Native descent are a higher portion of the population in the Northern and Southwest regions than they are in high screen regions such as Anchorage, Southeast, or the Matanuska-Susitna region.

Figure 12. Three-Year-Old Children Who Received a Developmental Screen, by Race (Percent), 2018-2019

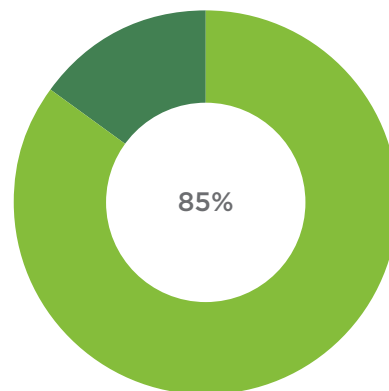
Source: Alaska Childhood Understanding Behaviors Survey.



American Indian/
Alaska Native



White



All Other Races

7. Chronic Absenteeism

Chronic absenteeism is defined as a student who misses 10 percent or more of the school year. Starting in 2015-2016, Alaska started counting students enrolled for at least 10 days in a school year as chronically absent if they met the 10 percent threshold. Beginning in the 2017-2018 school year, the indicator changed to count students enrolled for half of the school term.

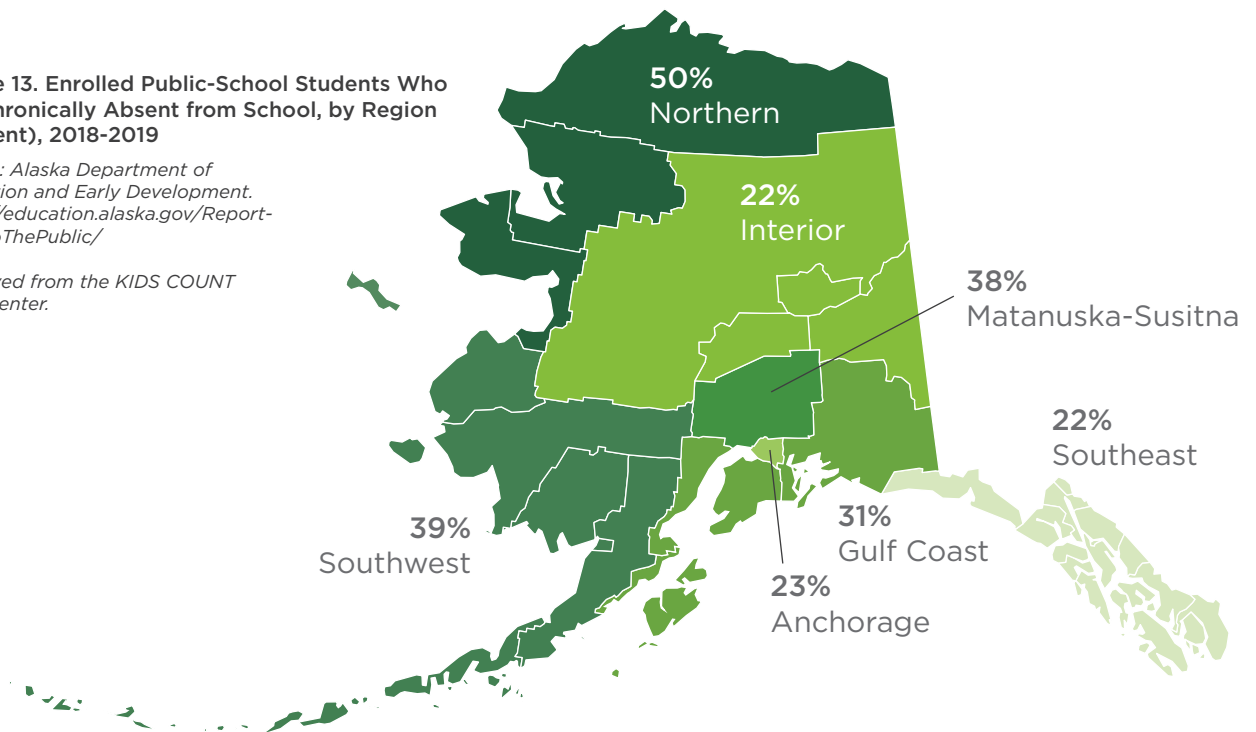
2019. In that year, chronic absenteeism was highest in the Northern region, at 50 percent, followed by the Southwest region, at 39 percent, and the Matanuska-Susitna region at 38 percent (a 13-percentage point increase from the prior year). The Interior, Southeast, and Anchorage regions experienced the lowest chronic absenteeism with 22 percent, 22 percent, and 23 percent of students respectively qualifying as chronically absent.

Statewide, more than one-quarter (28 percent) of students were chronically absent in 2018-

Figure 13. Enrolled Public-School Students Who are Chronically Absent from School, by Region (Percent), 2018-2019

Source: Alaska Department of Education and Early Development. <https://education.alaska.gov/Report-CardToThePublic/>

Retrieved from the KIDS COUNT Data Center.



Students who are chronically absent from school have lower grades and are less likely to either graduate high school or graduate on-time from high school.





8. Students Who Drop Out of School

Students who enter high school largely end up following three paths: graduating on time, graduating late, or dropping out of school. The proportion of Alaskan 7th through 12th grade students who drop out of school has declined 40 percent between 2008-2009 and 2017-2018 falling from 5 percent to 3 percent.

This proportion has remained steady from 2017-2018 to 2020-2021. While this measure remained constant or improved slightly from 2019-2020 to 2020-2021, for some regions, student drop-outs increased incrementally over these years in the Matanuska-Susitna, Gulf Coast, and Southeast regions.

It is unknown how much of the recent uptick in these regions is due to the unique learning challenges encountered during the COVID-19 pandemic, but the shift in the Matanuska-Susitna region reversed a decade of progress in this indicator.

Despite the slight uptick in this measure in these three regions, the overall statewide proportion of 7th-12th graders who dropped out of school was still 40 percent lower in 2020-2021 than 2008-2009. Moreover, the Gulf Coast, Interior, Northern, and Southwest regions have all experienced individual rate declines of at least 50 percent.

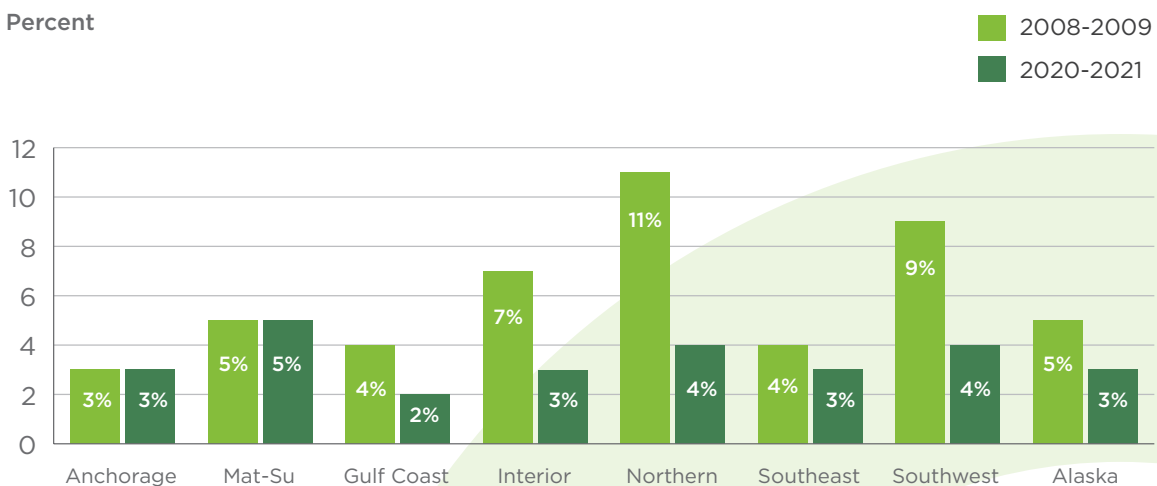


Figure 14. 7th-12th Grade Students Who Drop Out of School, by Region (Percent)

Source: Alaska Department of Education and Early Development. <https://education.alaska.gov/ReportCardToThePublic/> Retrieved from the KIDS COUNT Data Center.

9. Social Emotional Skills

Teachers use the Alaska Development Profile, the same instrument used to determine kindergarten readiness, to observe and report social and emotional skill fluency among students entering kindergarten. Since 2018, when results began being reported in percentages, teachers observed that approximately half of kindergarteners consistently participated positively in group activities.

Generally, the higher the proportion of a class of kindergartners that participates positively in group activities, the more readily the teacher will be able to focus on core classroom goals instead of focusing on developmental skills.

As with the other early development indicators, Alaska's data indicate significant regional disparities in social emotional skill readiness at entry into kindergarten, with children in the lowest scoring regions roughly 18 percent less likely to demonstrate positive participation in group activities than children in the highest scoring regions. The Northern and Southwest regions had the lowest percentage of students consistently participating positively in group activities, at 46 percent in 2022, while the Southeast, Interior, Gulf Coast, and Matanuska-Susitna regions have the higher participation rates of 55 percent to 57 percent.

Percent

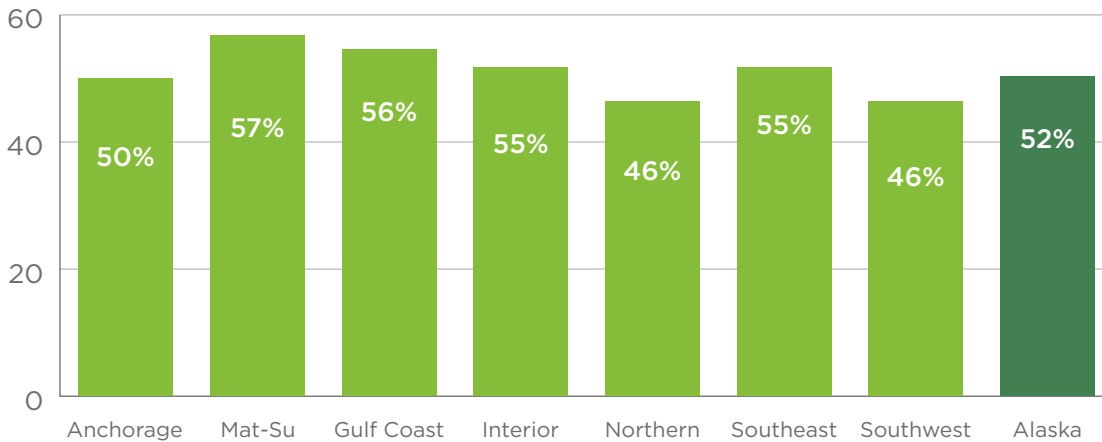


Figure 15. Participates Positively in Group Activities, Students Consistently Demonstrating the Goal, 2022 (Percent)

Source: Alaska Department of Education and Early Development. These figures were calculated by multiplying the school district scores/percentage by number of students (skipping suppressed numbers), and adding up the scores/percentages and number of students in regions (figured out through using AKDOL economic regions and school district info on AKDOL site), then dividing the total weighted scores by the number of students in the region. "Suppressed" percentages were estimated at 0.1% higher or lower than the reported > or < % under the new system, and so are estimated results.

Teachers also use the Alaska Development Profile to assess whether incoming kindergartners can consistently regulate their feelings and impulses. After exhibiting some progress with this indicator, as the percentage of children who consistently meet this standard increased from 46 percent in 2018 to 47 percent in 2019 and 49 percent in 2020, Alaska regressed to 47 percent in 2022.

and only the Interior saw improvement in this indicator over the two years. The Gulf Coast and Northern regions saw no change in this indicator from 2020 to 2022. A portion of the decline in regions that experience one could be related to effects from the COVID-19 pandemic including lower pre-school attendance by 2022 kindergartners in 2020 and 2021. These data tend to vary from year-to-year so definitively teasing out effects of the pandemic requires further study.

In 2022, the proportion of incoming kindergartners consistently demonstrating this skill ranged from 43 percent in the Southwest region to 50 percent in the Matanuska-Susitna and Southeast regions. Four out of Alaska's seven regions saw decreases in the proportions of kindergartners consistently demonstrating this skill from 2020 to 2022,

Percent

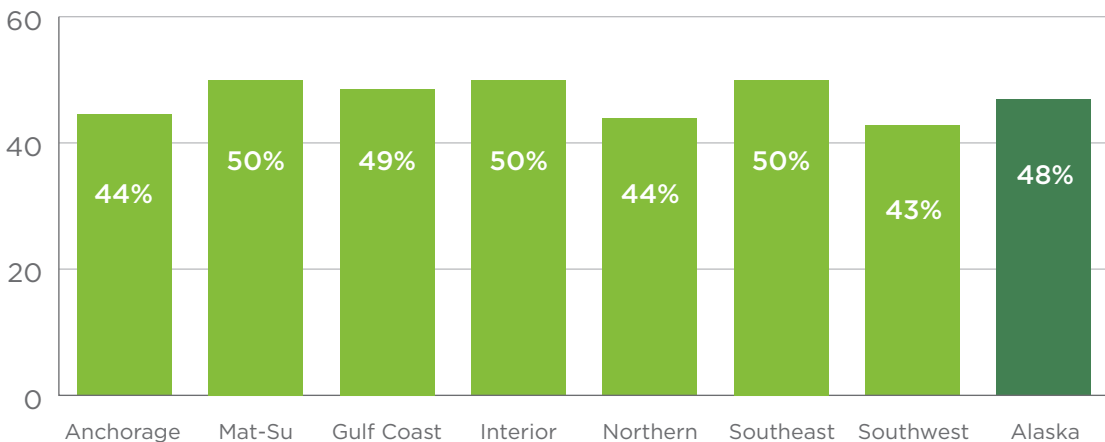


Figure 16. Regulates Their Feelings and Impulses, Students Consistently Demonstrating the Goal, 2022 (Percent)

Source: Alaska Department of Education and Early Development. These figures were calculated by multiplying the school district scores/percentage by number of students (skipping suppressed numbers), and adding up the scores/percentages and number of students in regions (figured out through using AKDOL economic regions and school district info on AKDOL site), then dividing the total weighted scores by the number of students in the region. For the "suppressed" percentages, they were estimated at 0.1% higher or lower than the reported > or < % under the new system, and so are estimated results.

10. Cultural Connectedness

Students that see their culture and surroundings reflected in their education are more likely to feel connected to their schools and their education and thus more likely to maintain regular attendance and graduate on-time. Students are also less likely to abuse substances, exhibit emotional distress, attempt suicide, and/or engage in anti-social high-risk behaviors.

The data reveals significant racial/ethnic disparities around whether students feel schools value the language and culture of their families. Alaska Native, Hispanic or Latino, and White students are the groups

most likely to feel their school values the language and culture of their families, with between 55 and 62 percent of students in these groups indicating their school values these elements.

Conversely, 50 percent or less of Asian, American Indian, Native Hawaiian, and Black or African American students reported feeling their school values the language and culture of their families. Black or African American students are 23 percent less likely, and American Indian students 27 percent less likely, to feel their school values the language and culture of their family than White students.

Percent

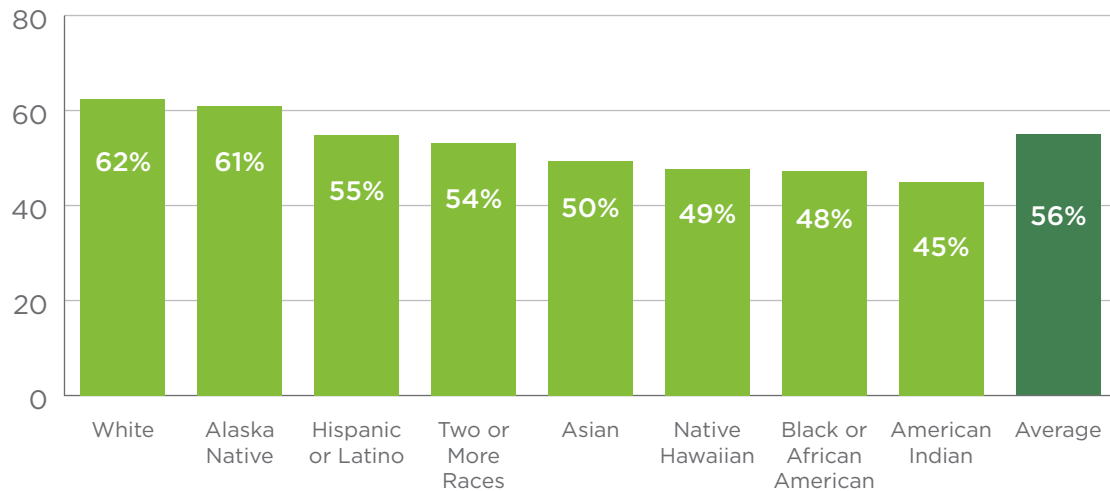


Figure 17. 6th to 12th Graders Who Feel Their School Values the Language and Culture of Their Family, by Race and Ethnicity (Percent)

Source: Alaska Association of School Boards, School Climate and Connectedness Survey

In 2022, slightly more than half (56 percent) of Alaska's 6th to 12th graders reported they feel their school values the language and culture of their family. This proportion has remained relatively steady since 2017.

With respect to whether students feel their family’s culture is represented in class lessons, art, and posters around school approximately one-third (36 percent) of 6th to 12th graders report they feel this way. Student connectedness in this area is significantly less on average than when measured through the lens of whether students feel their schools value the language and culture of their family. By 20 percentage points on average across all ethnic groups, students were less likely to see themselves represented in classrooms, art, and

posters than they were to feel their schools value the language and culture of their family.

Alaska Native students reported the highest rate (47 percent) of feeling connected in this manner and were the only racial/ethnic group for which more than 40 percent of students reported feeling connected in this way. Asian students were least likely to feel connected in this manner with just 23 percent saying they could see their family’s culture represented in classroom lessons, art, and posters.

Percent

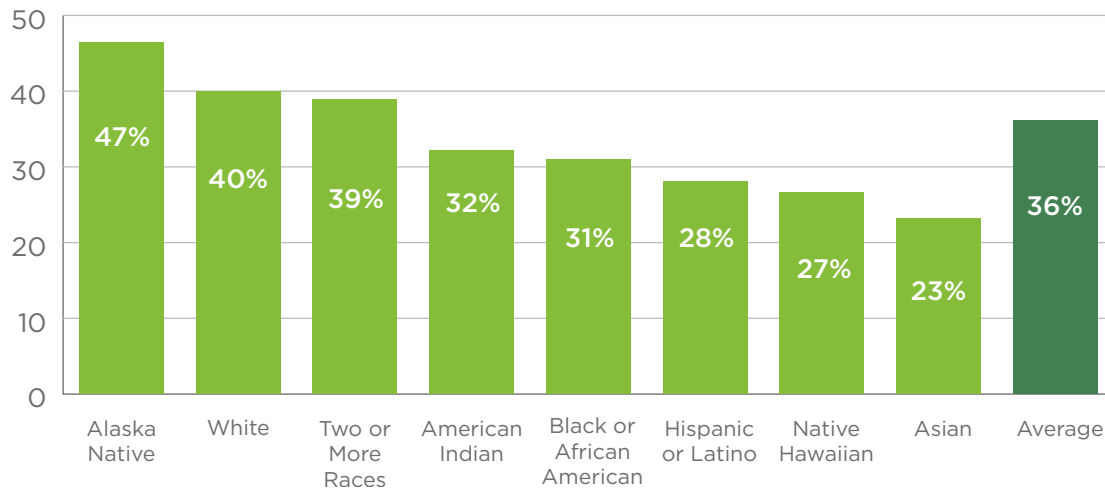


Figure 18. 6th to 12th Graders Students Who Feel Their Family’s Culture is Represented in Classroom Lessons, Art, and Posters Around the School by Race and Ethnicity (Percent)

Source: Alaska Department of Education and Early Development.



FISCAL DISCUSSION

Spending on Education

The 2023 Alaska Children's Budget, an Alaska Children's Trust project, analyzed ten years of state fiscal data from FY2014 through FY2023 through the lens of whether spending was specifically dedicated to the well-being of children, youth, and families.

The project came to the following key conclusions around state spending dedicated to improving the educational well-being of Alaska's children, youth, and families.

1. In inflation-adjusted terms Alaska's planned Fiscal Year 2023 spending in the KIDS COUNT education arena, via the departmental operating budget was 17.2 percent lower than the average spent from FY2014-FY2017. In FY2023, the state planned to spend \$1,632 million on education-related services for children,

youth and families compared to an inflation-adjusted average of \$1,971 million per year between 2014 and 2017.

2. At the same time, the number of PK-12 students enrolled in Alaska's schools is only slightly lower now than it was between FY2014 and FY2017. During that period Alaska's schools averaged approximately 132,400 compared to just over 130,400 students in the 2021-2022 school year. Thus, Alaska's investment in education is down not just in real terms, but in real per student terms (-16 percent per student).
3. This decreased spending is the result of federal spending in this area dropping 14.9 percent in real terms and state spending of unrestricted general funds dropping 17.9 percent.
4. Federal COVID-19 related funding provided a significant boost to education funding from FY2020 to FY2022. Without this federal aid, the long-term decline in education-related spending would have continued over these years.

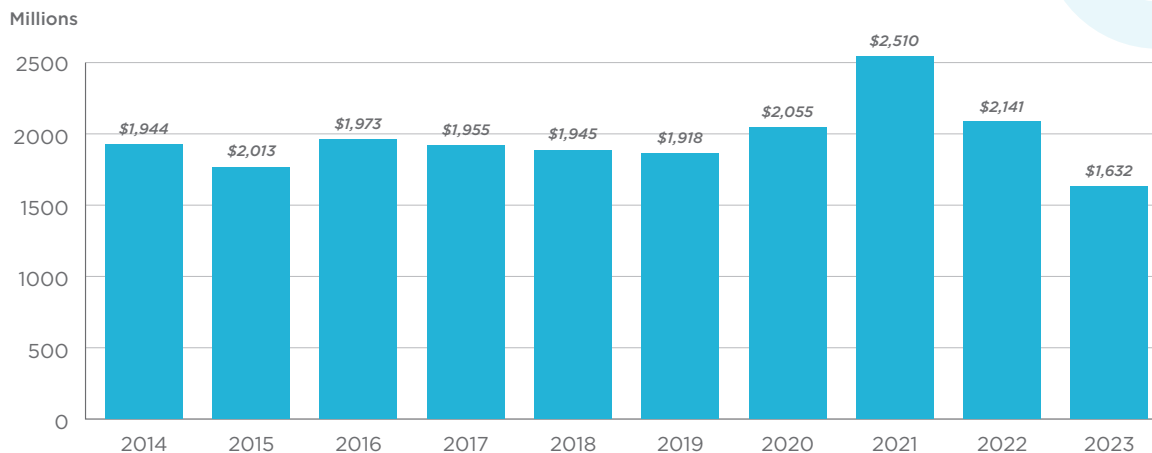


Figure 19. Departmental Operating Budget in the KIDS COUNT Area of Education, \$US 2022 Millions

Source: Alaska Legislative Finance Division via the Alaska Children's Budget, 2022

This analysis dives more deeply into the Alaska Children’s Budget data to look at not just how much Alaska spent in this KIDS COUNT topic area, but also looking at how Alaska chose to prioritize its education-related spending.

The largest component in the education portion of the Alaska Children’s Budget is money dedicated for K-12 support which includes K-12 foundation funding, K-12 transportation funding, and K-12 non-traditional program funding. This expenditure area accounts for 82 percent of the state’s programmed FY2023 spending and has fallen 16.7 percent in inflation-adjusted terms compared to the FY2014-FY2017 averages.

The next largest expenditure area is teaching and learning support, to which the FY2023 budget has allocated \$232.7 million, down 17 percent from the FY2014-FY2017 averages. Within this component, funding for child nutrition, largely via federal funds, is 8 percent higher for FY2023 than the FY2014-FY2017 averages, but the budget for programs that support districts and teachers around effective teaching and that support students directly has fallen 26 percent.

The remaining four percent of education spending is dedicated to early childhood education programs, University of Alaska programs, the administration of the Department of Education and Early Development itself, and other miscellaneous items.

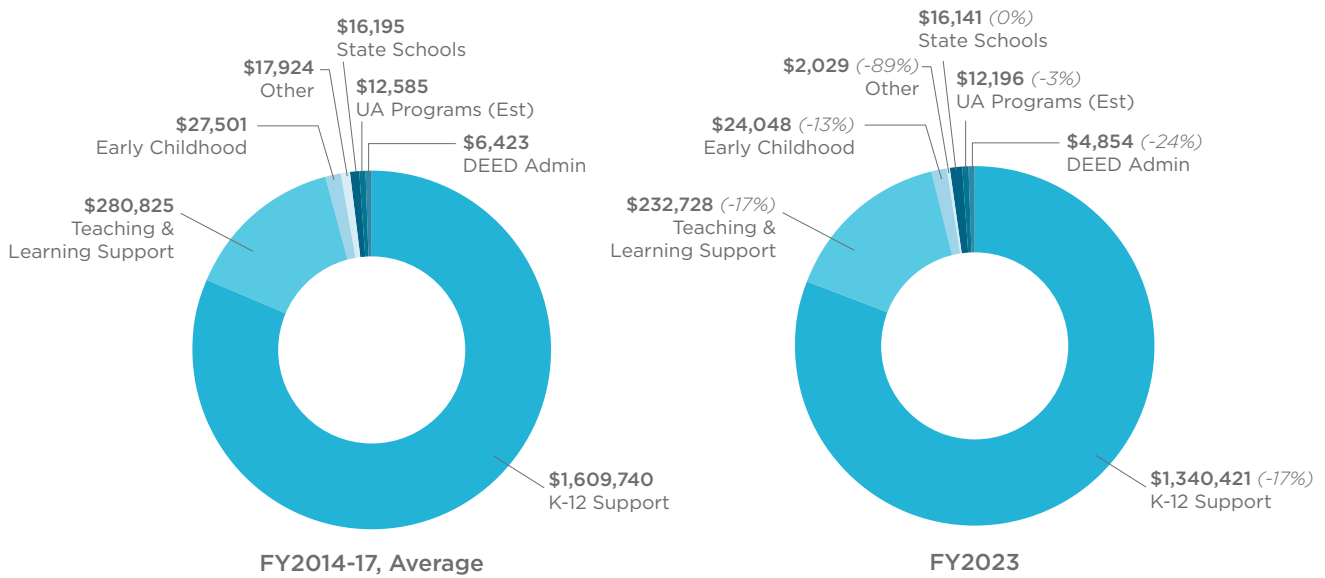


Figure 20. Education Expenditure Areas, FY2014-17 Compared to FY2023, \$1,000s Real & Percent Change

Source: Alaska Legislative Finance Division via the Alaska Children’s Budget, 2022

Each allocation in Alaska’s state budget receives a unique component number from the Office of Management and Budget. While component numbers are never reused, they can be retired when programs end or when an administration wants a program to no longer have its own component code. These

issues can make tracking spending changes challenging. Component numbers can be retired, but that doesn’t necessarily indicate a program ended or a change in intended spending. Analysis of the state’s fiscal data from FY2014-FY2023 shows the only education areas where spending increased

(comparing FY2023 with the inflation-adjusted FY2014-2017 averages) are child nutrition where spending is up 8 percent, K-12 non-traditional programs (up 3 percent), and Mt. Edgecumbe Boarding School (up 13 percent). All other component areas are receiving less support, with the biggest percentage reductions being experienced by programs that support teachers in being more effective, a 66 percent reduction, and student learning, an 82 percent reduction.

Total Education Expenditures (in thousands)

FY2014-2017 Average
\$1,971,193
 FY2023
\$1,632,417 ↓ **-17.2 %**

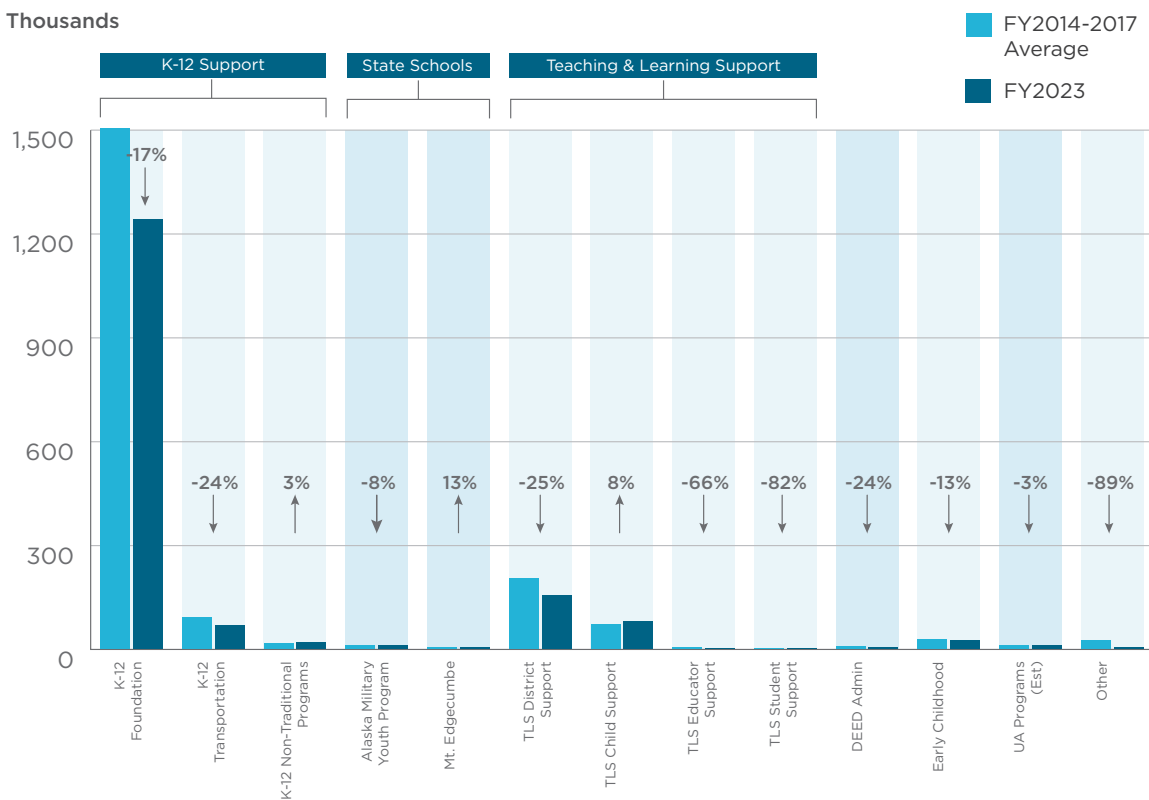


Figure 21. Education Expenditure Areas, FY2023 vs FY2014-2017 Average

Source: Alaska Legislative Finance Division via the Alaska Children's Budget, 2022

The panel of experts interviewed for this project consistently stressed the need for upstream investments in early education and associated economic and social supports to drive positive long-term education outcomes. The portion of the budget dedicated to early

investments is limited with just the early childhood monies readily apparent as meeting this description. This component is just 1.5 percent of Alaska's FY2023 education spending and support in this area has fallen 13 percent in real terms since FY2014-FY2017.

POLICY IMPLICATIONS

Solutions

Education is an effective upstream tool that helps prevent children, youth, and families from experiencing many of the physical, social and behavioral ills that plague our communities - making it also smart economics. Education sets children and youth on a path to become strong contributors to our collective success.

Although education is one of the largest areas of investment made by the state, our overall investment has decreased over the past several years.

These factors show in our overall performance. Since 2014, Alaska has been ranked in the bottom 10 states for Education. For the past three years, we have been ranked 49th.

Where the state invests in the development stream also greatly affects return on investment. The earlier we invest, the greater return on investment we will experience. Compared to K-12, Alaska's investment in early childhood education is small. The more we invest at the headwaters of the stream - early childhood education - the greater return on investment. In Alaska, we like to say, go so far upstream, we stop the glacier from melting. Alaska has made some positive gains in our efforts to ensure children receive the best


education possible. But we are losing ground and are at a pivotal junction for many of the issues being tracked. To strengthen our collective commitment to the education of children, Alaska Children's Trust recommends the following:

1. Increase the BSA

Over the past decade, Alaska has consistently reduced our real dollar investment in education. We currently spend 16% less per student than we did a decade ago. The data show that flat funding, with no adjustment for inflation, is an actual decrease in funding. As Alaska has reduced its funding, our overall educational outcomes have continued to decrease. School districts are cutting programs, closing schools, and are unable to retain a teacher workforce. Alaska needs to stop flat funding education, create a funding formula that addresses changes in both need and cost, and better align funding with strategies that drive positive results.

2. Early Childhood Strategic Plan

A strong and equitable early childhood system is vital to the well-being and future of Alaska. The experiences and conditions during the first few years of a child's life are critical to long-term growth, development, and success. For these reasons, it is important the State of Alaska utilizes the plan, "Early Childhood Alaska:



A Strategic Direction for 2020-2025,” to guide investment, create efficiencies, and strengthen the overall system.

3. Boost Developmental Screens

The sooner an issue is identified through developmental screens, the sooner it can be addressed, lessening the negative impacts on the child, community, and overall system. There is also an exceptionally strong correlation (0.97) between a region’s proportion of three-year-olds who received a developmental screen and a region’s proportion of readiness. Alaska should establish a taskforce to find ways to achieve a minimum screening rate of 90 percent, no matter where a child lives.

4. Strengthen Reading Proficiency

Reading proficiency is highly correlated with future success in not just school, but life after school. To strengthen this core area, Alaska is encouraged to utilize the 2008 report, “Developing Early Literacy” released by the National Early Literacy Panel (NELP). Its findings point to five promising interventions to develop and strengthen early literacy skills.

5. Build Healthy School Cultures

A students’ educational success is not solely dependent on the curriculum used or by the skill of their teachers. The overall environment of the school plays a significant role. When students feel connected and see their culture reflected in their school

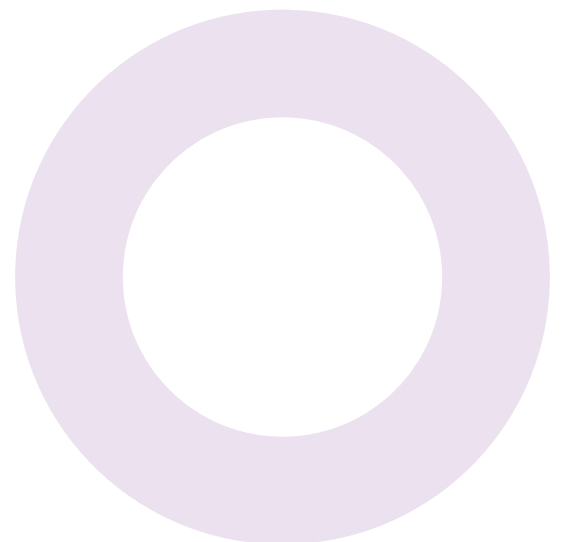
surroundings, attendance and overall performance increases. Schools and districts are encouraged to comprehensively assess their school’s inclusivity and equitability for all students. State-Tribal education compact schools are a strong path towards cultural connectedness and should be pursued.

6. Increase Social Emotional Supports

As outlined in the KIDS COUNT Health report, increasing school-based mental health services and incorporating social emotional screens into standard universal screens conducted for physical health are two key strategies towards enhanced social emotional skills.

7. Ensure Graduation Rate Success

The success Alaska has experienced increasing our graduation rate over the past decade is something to celebrate. But our work is not done. To continue along this positive trajectory, we need to implement the ideas outlined above. If our reading and math proficiency continue to decrease, and our overall investment in education decreases and focuses only on K-12, we will start to see graduation rates fall.



What Would it Take to Lead the Pacific Northwest?

Washington, Oregon, and Idaho are Alaska's three closest American neighbors geographically. They rank 30th, 41st, and 36th respectively in the KIDS COUNT Education while Alaska ranks 49th.

What would need to change for Alaska to lead the Pacific Northwest?

The KIDS COUNT data for Alaska's geographic peers shows that while Alaska lags its peers in all of these indicators, save when it ties for last, the challenges Alaska faces are also challenges the other states face.

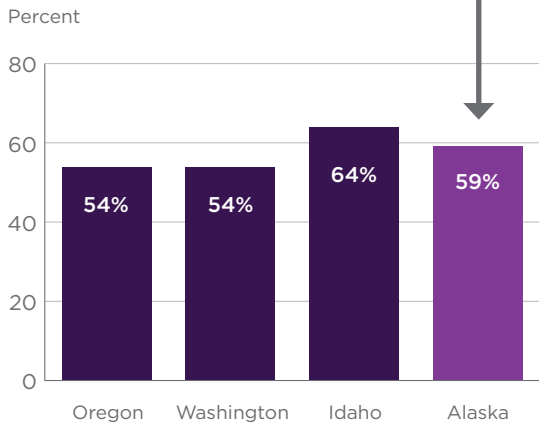
For example, none of these states have more than 50 percent of young children ages 3 and 4 in school and none are recording more than 40 percent proficiency for reading and math at appropriate grade levels.

In order to lead the Pacific Northwest Alaska would need to reduce the percentage of:

- young children ages 3 and 4 by one-fifth from 59 percent to something closer to 50 percent;
- non-proficient fourth grade readers by nearly one-fifth from 75 percent to closer to 60 percent;
- non-proficient eighth grade mathematicians by one-fifth from 71 percent to closer to 57 percent;
- high school students not graduating on time incrementally from 20 percent to closer to 18 percent.

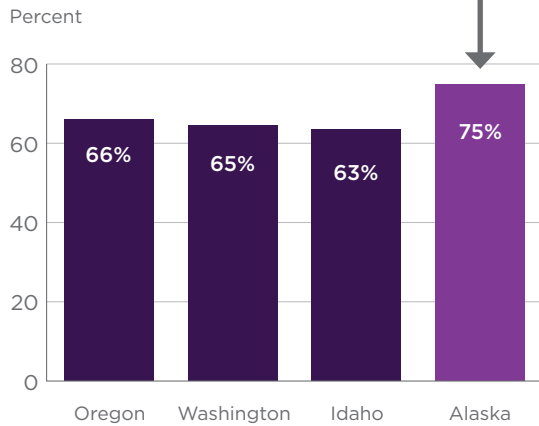
If Alaska did all of these things it would radically shift the well-being of Alaska's children while creating a stronger workforce better prepared for life and less likely to rely on social safety systems or be incarcerated.

ALASKA RANKS 3/4



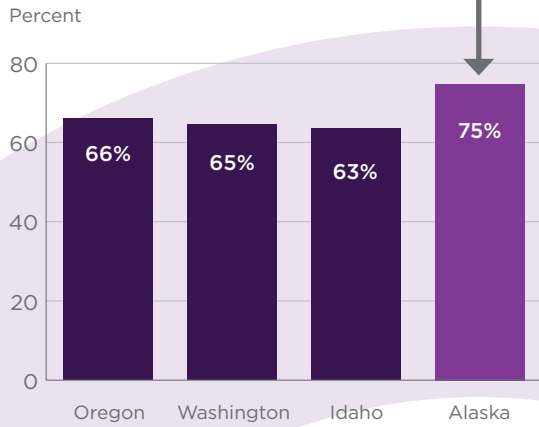
Young Children (Ages 3 & 4) Not in School (2017-2019 Average)

ALASKA RANKS LAST



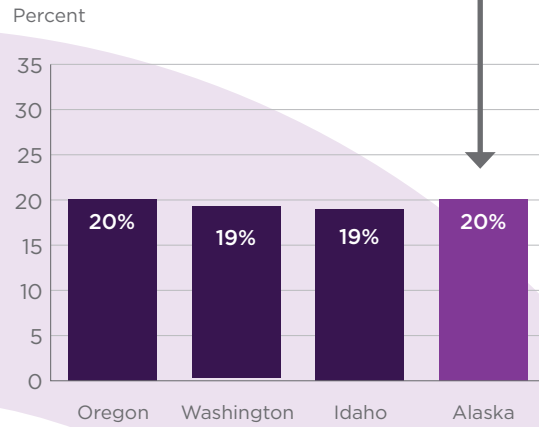
Fourth Graders Not Proficient in Reading

ALASKA RANKS LAST



Eighth Graders Not Proficient in Math

ALASKA IS TIED FOR LAST



High School Students Not Graduating on Time

Acknowledgements

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Alaska Children's Trust Team

Thank you to the entire ACT team for their support and dedication to our mission of preventing child abuse and neglect and this project.

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An additional thank you to our Alaskan experts who participated in the Education interviews.

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Any findings or conclusions presented in this study are those of the authors and do not necessarily reflect the opinions of the Annie E. Casey Foundation or Rasmuson Foundation.



Appendix

PAGES 10-11

Table 1. Young Children (Ages 3 to 4) Not in School (Percent)

Years	Percent (%)
2009-2011	64
2010-2012	63
2011-2013	61
2012-2014	61
2013-2015	62
2014-2016	64
2015-2017	64
2016-2018	62
2017-2019	59

Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, pooled 2007-09 to 2017-19 one-year American Community Survey. Retrieved from the KIDS COUNT Data Center.

Table 2. Young Children (Ages 3 to 4) Not in School by Poverty Status (Percent)

Years	Children Below 200% Poverty (percent)	Children at or Above 200% Poverty (percent)
2005-2009	63	57
2010-2014	66	58
2011-2015	66	60
2012-2016	64	63
2013-2017	65	64
2014-2018	66	63
2015-2019	66	62

Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2005-09, 2010-14, 2011-15, 2012-16, 2013-2017, and 2014-2018 five-year American Community Survey. Retrieved from the KIDS COUNT Data Center.

Table 3. Poverty Guidelines: Alaska

Household/ Family Size	50%	100%	150%	200%	250%
1	\$3,988	\$15,950	\$23,925	\$31,900	\$39,875
2	\$5,388	\$21,550	\$32,325	\$43,100	\$53,875
3	\$6,788	\$27,150	\$40,725	\$54,300	\$67,875
4	\$8,188	\$32,750	\$49,125	\$65,500	\$81,875
5	\$9,588	\$38,350	\$57,525	\$76,700	\$95,875
6	\$10,988	\$43,950	\$65,925	\$87,900	\$109,875
7	\$12,833	\$49,550	\$74,325	\$99,100	\$123,875
8	\$13,788	\$55,150	\$82,725	\$110,300	\$137,875

Source: <https://aspe.hhs.gov/system/files/aspe-files/107166/2020-percentage-poverty-tool.pdf>

Table 4. Young Children (Ages 3 to 4) Not in School by Race and Ethnicity (Percent)

Year	American Indian/ Alaska Native (percent)	Asian & Pacific Islander (percent)	Black or African American (percent)	Hispanic or Latino (percent)	Non-Hispanic White (percent)	Two or More Races (percent)
2005-2009	50	*	*	*	62	*
2010-2014	53	*	*	*	63	*
2011-2015	51	*	*	*	63	*
2012-2016	*	*	*	*	63	*
2013-2017	50	*	*	*	65	*
2014-2018	48	*	*	*	66	*
2015-2019	*	*	*	*	65	*

Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2005-09, 2010-14, 2011-15, 2012-16, 2013-17, and 2015-2019 five-year American Community Survey. Retrieved from the KIDS COUNT Data Center. * denotes suppressed

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Table 5. Fourth Grade Reading Achievement Levels (Percent)

Year	Below Proficient (percent)	At or Above Proficient (percent)
2009	73	27
2011	74	26
2013	73	27
2015	70	30
2017	72	28
2019	75	25

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Available online at <http://nces.ed.gov/nationsreportcard/>. Retrieved from the KIDS COUNT Data Center.

Table 6. Fourth Graders Who Scored Below Proficient Reading Level by Race and Ethnicity (Percent)

Year	American Indian/ Alaska Native (percent)	Asian & Pacific Islander (percent)	Black or African American (percent)	Hispanic or Latino (percent)	Non-Hispanic White (percent)	Two or More Races (percent)
2009	90	72	80	83	60	76
2011	92	87	80	76	64	73
2013	93	82	82	74	59	75
2015	89	77	75	72	58	69
2017	94	74	73	74	61	65
2019	91	79	*	79	64	73

Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2005-09, 2010-14, 2011-15, 2012-16, 2013-17, and 2014-2018 five-year American Community Survey. Retrieved from the KIDS COUNT Data Center.

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Table 7. Eighth Grade Math Achievement Levels (Percent)

Year	Below Proficient (percent)	At or Above Proficient (percent)
2009	67	33
2011	65	35
2013	67	33
2015	68	32
2017	71	29
2019	71	29

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Available online at <http://nces.ed.gov/nationsreportcard/>. Retrieved from the KIDS COUNT Data Center.

Table 8. Eighth Graders Who Scored Below Proficient, Math Achievement Levels by Race and Ethnicity (Percent)

Year	American Indian/ Alaska Native (percent)	Asian & Pacific Islander (percent)	Black or African American (percent)	Hispanic or Latino (percent)	Non-Hispanic White (percent)	Two or More Races (percent)
2009	85	69	83	77	56	64
2011	85	68	83	75	53	68
2013	84	77	80	76	54	65
2015	88	75	83	74	55	66
2017	89	75	90	78	59	70
2019	89	75	91	74	59	69

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Available online at <http://nces.ed.gov/nationsreportcard>. Retrieved from the KIDS COUNT Data Center.

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Table 9. High School Students Not Graduating on Time, Alaska (Percent)

Years	Percent (%)
2009-2010	25
2010-2011	22
2011-2012	21
2012-2013	20
2013-2014	29
2014-2015	24
2015-2016	24
2016-2017	22
2017-2018	22
2018-2019	20

Source: Population Reference Bureau, analysis of data from the U.S. Dept. of Education. U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data (CCD), State Dropout and Completion Data: 2005-2006 - 2012-2013. Analysis of data from U.S. Dept. of Education's Institute of Education Sciences (IES), National Center for Education Statistics (NCES), Digest of Education Statistics for 2013-2014 - 2018-2017. Retrieved from KIDS COUNT Data Center.

Table 10. High School Students Not Graduating on Time by Race and Ethnicity (Percent)

Year	American Indian/ Alaska Native (percent)	Asian & Pacific Islander (percent)	Black or African American (percent)	Hispanic or Latino (percent)	Non-Hispanic White (percent)	Two or More Races (percent)
2009-2010	44	28	39	14	22	*
2010-2011	43	1	30	20	17	*
2011-2012	38	2	25	16	17	*
2012-2013	31	6	25	12	18	*
2013-2014	45	26	34	30	22	31
2014-2015	36	17	29	28	20	26
2015-2016	36	19	26	24	19	25
2016-2017	31	16	26	23	18	25
2017-2018	31	16	27	24	16	26
2018-2019	32	13	21	20	14	24

Source: Population Reference Bureau, analysis of data from the U.S. Dept. of Education. U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data (CCD), State Dropout and Completion Data: 2005-2006 - 2012-2013. Population Reference Bureau, analysis of data from Dept. of Education's Institute of Education Sciences (IES), National Center for Education Statistics (NCES), Digest of Education Statistics for 2013-2014 - 2018-2019. Note: Two or More Races not tracked before 2012-2013. Retrieved from KIDS COUNT Data Center.

Table 11. Kindergarten Readiness, 11 or 12 Goals Met out of 13, by Region (Percent)

Year	Anchorage (percent)	Gulf Coast (percent)	Interior (percent)	Mat-Su (percent)	Northern (percent)	Southeast (percent)	Southwest (percent)	Alaska (percent)
2016-2017	13	14	11	13	12	13	9	12
2017-2018	11	15	17	13	14	11	10	13
2018-2019	13	14	16	13	10	12	10	13
2019-2020	13	15	15	15	13	11	10	13
2021-2022	13	12	16	14	8	12	7	13

2020-2021: No data collected due to COVID-19 pandemic.

Source: AK Dept. of Education and Early Development. Retrieved from KIDS COUNT Data Center.
Note: smaller school districts may be excluded from regional reports due to suppression or unstable statistics.

Table 12. Kindergarten Readiness, All Goals Met, by Region (Percent)

Year	Anchorage (percent)	Gulf Coast (percent)	Interior (percent)	Mat-Su (percent)	Northern (percent)	Southeast (percent)	Southwest (percent)	Alaska (percent)
2016-2017	16	23	18	24	21	25	14	18
2017-2018	16	20	22	20	12	27	8	18
2018-2019	19	18	20	22	14	23	14	19
2019-2020	18	19	22	27	12	26	14	20
2021-2022	17	22	19	21	16	19	10	18

2020-2021: No data collected due to COVID-19 pandemic.

Source: Alaska Department of Education and Early Development. <https://education.alaska.gov/assessments/developmental>
Retrieved from the KIDS COUNT Data Center. Note that smaller school districts may be excluded from regional reports due to suppression or unstable statistics. Data not available for the 2020-2021 school year due to COVID.

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Table 13. Three-Year-Old Children Who Received a Developmental Screen by Region (Percent)

Year	Anchorage (percent)	Gulf Coast (percent)	Interior (percent)	Mat-Su (percent)	Northern (percent)	Southeast (percent)	Southwest (percent)	Alaska (percent)
2015-2016	82	72	83	81	48	83	46	77
2016-2017	86	70	77	77	54	91	35	77
2017-2018	90	69	75	77	54	80	34	77
2018-2019	90	72	81	82	57	79	42	79

Source: Alaska Childhood Understanding Behaviors Survey (CUBS) 2-year averages for 2015-2016 & 2016-2017, Alaska Division of Public Health's Maternal and Child Health Epidemiology Unit. <http://dhss.alaska.gov/dph/wcfh/Pages/mchepi/cubs/data.aspx>. Retrieved from KIDS COUNT Data Center.

Table 14. Three-Year-Old Children Who Received a Developmental Screen, by Race (Percent)

Year	American Indian/ Alaska Native (percent)	White (percent)	Other (percent)
2015-2016	62	82	79
2016-2017	63	82	84

Source: Alaska Childhood Understanding Behaviors Survey.

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Table 15. Enrolled Public-School Students Who are Chronically Absent from School, by Region (Percent)

Year	Anchorage (percent)	Gulf Coast (percent)	Interior (percent)	Mat-Su (percent)	Northern (percent)	Southeast (percent)	Southwest (percent)	Alaska (percent)
2015-2016	21	29	28	26	45	21	41	26
2016-2017	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2017-2018	22	28	23	25	46	23	38	26
2018-2019	23	31	22	38	50	22	39	28

2020-2021: No data collected due to COVID-19 pandemic.

Source: Alaska Department of Education and Early Development. <https://education.alaska.gov/ReportCardToThePublic/> Retrieved from the KIDS COUNT Data Center.

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Table 16. 7th-12th Grade Students who Drop Out of School, by Region (Percent)

School Year	Anchorage (percent)	Gulf Coast (percent)	Interior (percent)	Mat-Su (percent)	Northern (percent)	Southeast (percent)	Southwest (percent)	Alaska (percent)
2008-2009	3	4	7	5	11	4	9	5
2009-2010	4	4	6	5	10	4	9	5
2010-2011	4	3	5	3	10	4	10	5
2011-2012	5	3	6	4	7	3	10	5
2012-2013	4	3	5	4	5	3	7	4
2013-2014	3	2	5	4	5	3	8	4
2014-2015	3	2	5	3	5	3	7	4
2015-2016	3	2	5	4	5	2	8	4
2016-2017	3	2	5	2	6	3	7	4
2017-2018	3	2	4	2	4	2	7	3
2018-2019	3	2	4	2	6	2	7	3
2019-2020	3	1	3	3	4	2	5	3
2020-2021	3	2	3	5	4	3	4	3

Source: Alaska Department of Education and Early Development. <https://education.alaska.gov/ReportCardToThePublic/> Retrieved from the KIDS COUNT Data Center.

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Table 17. Participates Positively in Group Activities, Students Consistently Demonstrating the Goal

Year	Alaska
2012	1.5
2013	1.4
2014	1.5
2015	1.4
2016	1.5
2017	1.5
2018	51%
2019	53%
2020	53%
2022	52%

Source: Alaska Department of Education and Early Development. Prior to 2016-2017, an average score in each goal was calculated. However, after that, DEED began reporting the percentage of students who were rated kindergarten ready in all 13 goals. Note: Data not available for 2021 due to COVID.

Table 18. Regulates Their Feelings and Impulses, Students Consistently Demonstrating the Goal

Year	Alaska
2012	1.4
2013	1.4
2014	1.4
2015	1.4
2016	1.4
2017	1.4
2018	46%
2019	47%
2020	49%
2022	47%

Source: Alaska Department of Education and Early Development. Prior to 2016-2017, an average score in each goal was calculated. However, after that, DEED began reporting the percentage of students who were rated kindergarten ready in all 13 goals.

Table 19. Participates Positively in Group Activities, Students Consistently Demonstrating the Goal, 2018-2020, By Region (Percent)

Year	Anchorage (percent)	Gulf Coast (percent)	Interior (percent)	Mat-Su (percent)	Northern (percent)	Southeast (percent)	Southwest (percent)
2018	45	59	77	55	48	57	46
2019	53	57	54	53	47	55	51
2020	50	57	52	59	48	55	54
2022	50	57	56	55	46	55	46

Source: Alaska Department of Education and Early Development. These figures were calculated by multiplying the school district scores/percentage by number of students (skipping suppressed numbers), and adding up the scores/percentages and number of students in regions (figured out through using AKDOL economic regions and school district info on AKDOL site), then dividing the total weighted scores by the number of students in the region. "Suppressed" percentages were estimated at 0.1% higher or lower than the reported > or < % under the new system, and so are estimated results.

Table 20. Regulates Their Feelings and Impulses, Students Consistently Demonstrating the Goal, 2018-2020, By Region (Percent)

Year	Anchorage (percent)	Gulf Coast (percent)	Interior (percent)	Mat-Su (percent)	Northern (percent)	Southeast (percent)	Southwest (percent)
2018	41	55	50	46	43	53	40
2019	47	48	47	47	46	50	47
2020	48	50	47	54	44	51	51
2022	44	50	49	50	44	50	43

Source: Alaska Department of Education and Early Development. These figures were calculated by multiplying the school district scores/percentage by number of students (skipping suppressed numbers), and adding up the scores/percentages and number of students in regions (figured out through using AKDOL economic regions and school district info on AKDOL site), then dividing the total weighted scores by the number of students in the region. For the "suppressed" percentages, they were estimated at 0.1% higher or lower than the reported > or < % under the new system, and so are estimated results. Data are not available for 2021 due to COVID.

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Table 21. 6th to 12th Graders Who Feel Their School Values the Language and Culture of Their Family (Percent)

Year	Alaska
2017	53
2018	53
2019	56
2020	55
2021	58
2022	56

Source: Alaska Association of School Boards, School Climate & Connectedness Survey.

Table 22. 6th to 12th Graders Who Feel Their Family's Culture is Represented in Class Lessons, Art, Posters Around the School, Etc. (Percent)

Years	Alaska
2018	34
2019	35
2020	35
2021	36
2022	36

Source: Alaska Association of School Boards, School Climate & Connectedness Survey.

Table 23. 6th to 12th Graders Who Feel Their School Values the Language and Culture of their Family, by Race and Ethnicity (Percent)

Year	Alaska Native (percent)	American Indian (percent)	Asian (percent)	Black or African American (percent)	Hispanic or Latino (percent)	Native Hawaiian (percent)	White (percent)	Two or More Races, Including Alaska Native (percent)
2017	53	45	51	45	55	52	57	49
2018	53	48	52	46	53	51	57	49
2019	56	48	51	49	58	51	61	52
2020	55	48	50	43	58	50	61	51
2021	61	47	52	47	61	50	64	57
2022	61	45	50	48	55	49	62	54

Source: Alaska Department of Education and Early Development.

Table 24. 6th to 12th Graders Students Who Feel Their Family's Culture is Represented in Classroom Lessons, Art, and Posters Around the School by Race and Ethnicity (Percent)

Year	Alaska Native (percent)	American Indian (percent)	Asian (percent)	Black or African American (percent)	Hispanic or Latino (percent)	Native Hawaiian (percent)	White (percent)	Two or More Races, Including Alaska Native (percent)
2018	41	26	25	29	28	32	37	33
2019	41	29	24	29	30	32	38	35
2020	44	36	24	27	31	31	9	36
2021	47	23	22	28	31	28	41	38
2022	47	32	23	31	28	27	40	39

Source: Alaska Department of Education and Early Development.

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Table 25. Departmental Operating Budget in the KIDS COUNT Area of Education, \$US 2022 Millions

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Total	\$1,944	\$2,013	\$1,973	\$1,955	\$1,945	\$1,918	\$2,055	\$2,510	\$2,141	\$1,632

Source: Alaska Legislative Finance Division via the Alaska Children's Budget, 2022.

Table 26. Education Expenditure Areas, FY2023

Expenditure Areas	2014-2017 Annual Expenditures (\$ Real)	2023 Annual Expenditures (\$ Real)	Change (percent)
K-12 Support	\$1,609,740	\$1,340,421	-17
State Schools	\$16,195	\$16,141	-0
Teaching and Learning Support	\$280,825	\$232,728	-17
DEED Admin	\$6,423	\$4,854	-24
Early Childhood	\$27,501	\$24,048	-13
UA Programs (Est)	\$12,585	\$12,196	-3
Other	\$17,924	\$2,029	-89
UA Programs (Est)	\$1,971,193	\$1,632,417	-17

Source: Alaska Legislative Finance Division via the Alaska Children's Budget, 2022.

Table 27. Education Expenditure Areas, FY2023

Expenditure Areas	Sub-Group	2014-2017 Annual Expenditures (\$ Real)	2023 Annual Expenditures (\$ Real)	Change (percent)
K-12 Support	K-12 Foundation	\$1,500,441	\$1,252,778	-17
	K-12 Transportation	\$93,956	\$71,803	-24
	K-12 Non-Traditional Programming	\$15,343	\$15,840	3
State Schools	Alaska Military Youth Academy	\$10,044	\$9,211	-8
	Mt. Edgecumbe	\$6,151	\$6,930	13
Teaching and Learning Support	TLS District Support	\$205,201	\$154,197	-25
	TLS Child Nutrition	\$71,242	\$77,154	8
	TLS Educator Support	\$3,605	\$1,239	-66
	TLS Student Support	\$777	\$138	-82
DEED Admin	DEED Admin	\$6,423	\$4,854	-24
Early Childhood	Early Childhood	\$27,501	\$24,048	-13
UA Programs (Est)	UA Programs (Est)	\$12,585	\$12,196	-3
Other	Other	\$17,924	\$2,029	-89
Total		\$1,971,193	\$1,632,417	-17.2

Source: Alaska Legislative Finance Division via the Alaska Children's Budget, 2022.



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