



Program Evaluation Committee
Thursday, December 9, 2010
Minutes (Adopted January 13, 2011)

Department of Education and Early Development Conference Room

In Attendance:

Members: Andi Story, Kim Poole

By Phone: Mark Choate, chair

Staff: Jessica Chester, Ryan Alsup, Haifa Sadighi, Phil Loseby, Laury Scandling, Susan Arnold

Public: Margo Waring, Jazmine Jackson, Ed Hotch, Mariana Moreno Goodwin, Sorrel Goodwin, Dionne Cadiente-Laiti, Trish Makaily, YashKanduet's

Convened: 12:08 p.m.

November 18, 2010, minutes: approved

Today's agenda: approved

Public Testimony on Non-Agenda Items: None

Presentation, Phil Loseby, Coordinator of Curriculum and Assessment

Phil Loseby re-caps items addressed in previous meeting (Nov. 18, 2010). Distinguishes between product and process evaluation. The data he will present are related to outcomes.

Shares federal and local Indian Studies program purpose. The students in ISP who are poor, special education, or English language learners are about 2.5 times the district-wide proportions; only about one-third of ISP students are NOT impacted by these demographics. Compares attendance amongst demographic groups.

Ninety-six percent of those NOT impacted by such demographics, between 80-90 percent ARE proficient in reading or writing or math. However, Alaska's SBA (Standards-Based Assessments) benchmarks are low, compared to nationally, normed tests.

The greater the number of "interactions" of special categories a student experiences, the greater the likelihood s/he will not be proficient.

In response to Ms. Moreno Goodwin, Mr. Loseby explains difference between SBA data and MAP data: MAP is nationally normed; SBAs are not. MAP is administered three times annually (an interim assessment) SBAs administered once annually (summative assessment) and results are provided to teachers at the end of the year. Thus, MAP is helpful tool to track individual growth over the year.

Summarizes research related to effective literacy practices.

Early Scholars Program

Summarizes the Early Scholars Program (ESP) program goals: to support college-bound Alaska Native youth who have "established academic achievement or demonstrate potential." This is a more select group than general Alaska Native high school population, as demonstrated by percentages of Free and Reduced Lunch, English Language Learners, Special Education. This, predictably, translates into a greater percentage of proficiency on SBAs and HSGQE pass rate. Most significant achievement differences between Alaska Native students NOT in ESP and those who are, in writing and math.

Ms. Waring and Ms. Moreno Goodwin address impact of poor math instruction and that it results in tracking students. Mr. Loseby acknowledges declining math scores. Ms Moreno Goodwin asks the committee to be mindful of data during budget consideration process.

Ms. Story suggests that the previous year's recommendations from the Math Cadres be re-distributed. She also suggests that the power point presentation from Mr. Loseby be available upon request from the Assistant Superintendent's office. The interventions and change in Riverbend's math program were highlighted as improvement is noted.

Adjournment: 1:00 p.m.

Next Meeting: January 13, 2011, noon-1 p.m., DEED Conference Room (same location)