



**Program Evaluation Committee**  
**Thursday, January 13, 2011**  
**Minutes (Adopted, February 14, 2011)**

**Department of Education and Early Development Conference Room**

**In Attendance:**

Members: Mark Choate, Andi Story

Staff: Jessica Chester, Ryan Alsup, Haifa Sadighi, Phil Loseby, Dale Staley, Michelle Martin, Laury Scandling, Susan Arnold

Public: Margo Waring, Patricia Tackett, Jasmine Jackson, Amalia Monreal, Laurie Berg

**Convened:** 12:14 p.m.

**December 9, 2010, minutes:** approved

**Today's agenda:** approved

**Public Testimony on Non-Agenda Items:** None

**Presentation, Phil Loseby, Coordinator of Curriculum and Assessment**

**Early Scholars Program**

Phil Loseby presents information collected and analyzed on the Early Scholars program. 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, show up in writing and math. Ryan Alsup suggests collecting statistics on Early Scholars Program students who do go to college, and those who complete college.

When addressing the attendance demographics chart, several commented that there is a need to have clarity in recording the types of absences, especially between excused and unexcused absences. Mr. Choate requests information on students who have more than 20 days absent. Unexpected absences in the Early Scholars Program are at 79%. Mr. Loseby notes that the Early Scholars program does have student travel. He will check on absences to determine the allowance of excused. Mr. Staley states that students are allowed 10 excused and 8 family travel absences per semester.

Because of the interest generated in the recent presentation of high school class failure percentages, presentation moved to the high school failing grade charts. Distribution of grades by classes, show one in five classes were failed in SY 2010. Effectiveness of instruction is questioned as a factor in repetition of classes. One in four students repeat; but in both ELL and Alaska Native sub-groups, the repeat rate changes to one in three. Mr. Loseby sorts the information on failures by distribution and Physics shows a 51% failure rate, after 30 students dropped the class. Ms. Story reflects that it is crucial to share this information with teachers.

**Adjournment:** 1:00 p.m.

**Next Meeting:** February 10, 2011, noon-1 p.m., DEED Conference Room (same location)