



Program Evaluation Committee

Monday, February 14, 2011

Minutes (Adopted, March 10, 2011)

Department of Education and Early Development Conference Room

In Attendance

Members: Chairperson Mark Choate (by telephone), Kim Poole, Andi Story

Staff: Jessica Chester (TCLL), Pam Morris (TCLL), Michelle Martin (TCLL), Jennifer Scott (cultural educator), Haifa Sadighi, Barbara Cadiente Nelson

Public: Laurie Berg, Marianna Moreno Goodwin, Dionne Cadiente-Laiti

Convened: 12:10 p.m.

January 13, 2011, minutes: approved with correction: member Kim Poole was not in attendance

Public Testimony on Non-Agenda Items: None

ELL/ESL data

Assessment and Evaluation Coordinator Phil Loseby provides description of program goals. Data demonstrate that percent of absences greater than 11 is a little lower than the full JSD population (26% vs. 27%); however, the failure rate is about twice the regular population. Twenty-to-thirty point difference in HSGQE pass rate.

Tlingit Cultural, Language, and Literacy (TCLL)

Mr. Loseby presents data; achievement data go back to 2005 which is when SBAs were administered for grades 3-10, rather than just the Terra Nova. Rate of poverty (for grades 3-5) about double that of district-wide (minus TCLL) over last five years.

Six-year performance data show increasing proficiency in writing and math, comparable to district-wide data (minus TCLL). Shares data on original 13-student cohort, SY2005-2010. There's a drop-off from fifth grade SBAs when they enter sixth grad, then two-year increase, then another drop in ninth grade, which is typical with all populations across the state.

Significant and positive change in MAP reading data from winter to spring, 2010 (amongst 57-student cohort). The mean improved, as did the range of achievement.

Ms. Story asks about how to tell when the state's proficiency cut score goes up.

Ms. Poole asks how unpaid advocacy for students can be developed in the community.

Staff Comment

Ms. Chester, TCLL Tlingit teacher, shares that growth in Tlingit language is evident; scope and sequence being developed.

Ms. Morris, TCLL literacy specialist, shares current data. Number of fifth graders at benchmark in fall doubled in winter administration of MAP.

Ms. Martin, TCLL cultural specialist, shares info on family partnerships. She explains further the use of place-based lessons and further development of culturally-relevant units.

Ms. Sadighi, ELL/ESL coordinator: provides additional background on ELL/ESL students. Challenges are that ESL/ELL teaching positions are sometimes filled with non-ESL-trained teachers, which impacts services received. ESL teachers only teach language acquisition, although the program is evaluated on other components, as well. Many ELL/ESL students receive no services and spend all day in the content classes. She describes budget cuts that will impact advocacy for ESL/ELL students (management position and high school counselor).

Ms. Cadiente-Nelson, JSD K-12 Native Student Success: there are culturally-responsive curricula still being developed (such as math) for TCLL. What truly works in that program is consistent advocacy.

Ms. Scott, cultural educator, shares bringing culture into regular classrooms and helping regular ed teachers know better how to teach through culture.

Public Testimony

Ms. Goodwin comments on the budget process and proposed cuts. The budget advisory group needs to consider student data in considering cuts. It appears that many ESL/ELL students are not receiving services or are receiving mediocre service.

Ms. Berg asks about the multiplicity of markers in ESL/ELL students.

Ms. Cadiente-Laiti, Goldbelt Heritage Foundation, Expresses concern that TCLL nurtures leadership beginning at age 5, but that support drops off in middle and high school for those students.

Adjournment: 1:17 p.m.

Next meeting: March 10, 2011, noon, Department of Education Conference Room