AdvancED

Self Assessment

Highland Tech Charter School

Anchorage School District

Ginger L Blackmon, Ed.D.
5530 E. Northern Lights Blvd.
Anchorage, AK 99504

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•The school's statement of purpose •Standards Revision Process (Cycle Time) OPATH	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•The school data profile •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Highland Tech Charter School is a sixth (6) through twelfth (12) grade learning environment that promotes mastery learning through integrated project-based learning. The Reinventing Schools Coalition (RISC) philosophy of Shared Leadership, Shared Vision, and Personal Mastery through standards-based instruction with systemic and systematic Continuous Improvement is the foundation that guides our program. Attention is placed on individual student learning needs through project-based learning that integrates technology as a key learning tool. Student voice and ownership is encouraged and expected.

Our Shared Vision (Educating for Leadership, Educating for Life) was developed with input from all stakeholders and is reviewed and adjusted on a three year cycle. Stakeholders also developed four focus areas to support the school's shared vision. The current focus areas are: 1. Academic, 2. Accountability, 3. Character Development, 4. Careers and Service Learning. This was our year to review the Shared Vision and Focus Areas. However, continual change the last two years in scheduling structures caused this important task to be sidelined. Returning to monthly stakeholder meetings next year will have us reviewing, updating and/or validating our Shared Vision and Focus Areas. Further, there are significant needs to be more proactive and transparent about the Shared Vision and Focus Areas. Some stakeholders can articulate the Shared Vision (it is painted on the wall as you enter the building). However, many do not know the four (4) Focus Areas.

Continuous Improvement brought a change to the Focus Areas at the last stakeholder review (Spring 2010). Careers and Service Learning replaced Community Building. The stakeholder group felt that Community Building was an integral part of Character Development and wanted an emphasis on job ready skills and services learning. The Shared Vision and Focus Areas are communicated to stakeholders through the website, face-to-face meeting, school tours, and stakeholder meetings.

A commitment to shared values and beliefs about teaching and learning is evident through the high level of collaboration among staff, which is necessary in implementing an education program that is challenging and equitable. The process standards embedded in each content area push students to actively engage in thinking, analyzing and synthesizing the content. Standards in Careers, Personal, Social and

Services Learning place emphasis on developing Habits of Mind and life skills necessary for success beyond formal schooling.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Agendas and minutes of meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Highland Tech Charter is in a unique position when reviewing Governance and Leadership. The charter is directly governed by a board of director, referred to as the Academic Policy Committee (APC). Additionally, the charter school is required to adhere to all the policies and practices of the school district not related to curriculum and instruction. The APC's primary responsibilities include ensuring the mission of the charter is carried out, oversight of fiscal management, and to hire and retain the site principal.

Highland Tech Charter has established the policies and practices of the Anchorage School District (ASD) School Board as the method for ensuring effective administration of the school. The APC has worked the last three years to define the role and expectation of board members. In the Fall of 2010 and 2011, Dr. Brian Carpenter, a leading expert in charter school governance was brought to Alaska to conduct trainings for the local APCs. Members of HTC's APC attended each training. Further, Dr. Carpenter's charter school governance handbooks were purchased for each board member. Roles are outlined in writing for board positions and the APC agendas include Board Development as a function of board meetings.

During the 2010-2011 school year the APC engaged in the process of developing a strategic plan for the organization. Four (4) big or long-

term goals were identified, with specific short term goals in each category. The long term goals are: 1. Increase access to learning, 2. Develop a Marketing and Recruitment Plan, 3. Secure a permanent facility and 4. Increase community and stakeholder involvement. In February 2013 the APC reviewed and updated the strategic plan. An opportunity for improvement exist in the transparent communication from the APC to stakeholders (i.e. strategic plan, meeting dates, agenda, minutes). There has been an attempt by the board and the site principal to establish a consistent process of communication.

The APC, the ASD School Board and district representatives consistently protect, support and respect the autonomy of site leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. A organizational belief in Shared Leadership works to build trust among groups and individuals thus providing an avenue to protect, support and respect the autonomy of day-to-day operations.

In 2011 Microsoft in Education invited Highland Tech to become a mentor school in their Partners in Learning Program. And in 2012, Microsoft in Education recognized Highland Tech as "Among the Top 99 Most Innovative School in the World" (1 of 9 schools in the United States). Over time the relationship has grown between Microsoft in Education and Highland Tech. The principal is a member of the Advisory Board and a formal coach to the new class of mentor schools in the United States and Canada.

Continuous Improvement provides a platform for decision-making and actions taken by school leaders and staff. Mastery learning naturally holds students to higher expectations in all learning areas. Further, all staff feel the collective responsibility for student success. In the Fall 2013, the Anchorage School District awarded the entire staff at Highland Tech its highest honor, The Denali Award. This award recognizes outstanding service above and beyond for children and families. The nomination was accompanied by 8 letters of support from parents and 8 from students.

Stakeholder participation, as it is for many schools, is a problem to be solved. Site leaders and staff regularly communicate with parents about events and students progress. Educate, HTC's recording and reporting system is a real-time 24/7 system that allows parents and students to monitor progress and access units, tasks and assignments. Stakeholders are provided opportunities to provide feedback, shape decisions and work collaboratively on school improvement efforts. Stakeholder communication utilizes a variety of methods. A parent communication survey conducted using Survey Monkey revealed that parents receive the majority of our news and information through email from their child's advisor and through our use of the School Messenger system provided by the Anchorage School District. Facebook was shown to also be a favorable method of communication. The website rested at the bottom of the survey as a method in which parent routinely get information from the school. The data supports an opportunity to improve and strengthen communication with parents. Further, strengthening communication will support our desire to include a greater number of parents in the decision making progress. This year we began Friday Morning Coffee as a drop-in for parents to talk with administration and network with parents. Plans for the coming year, include a return to monthly stakeholder meetings (with speakers to support parents in working with the school and their child at home [parent recommendation]); a systematic process for email communications (monthly principal message, required timelines for communication, defining types of information); and enhancing website to be more interactive.

Staff uses the Organizational Pathway Tool developed by the Reinventing Schools Coalition to identify personal develop goals in support of moving themselves and HTC toward Advanced Levels within the personal mastery model. Anchorage School DIstrict is transitioning to the Danielson model of teacher evaluation. This system will better support the identification of adult learning needs in support of student.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Examples of teacher use of technology as an instructional resource •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Documentation of collection of lesson plans and grade books •Recognition of teachers with regard to these practices •Administrative classroom observation protocols and logs	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Calendar outlining when and how families are provided information on child's progress	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	•Evaluation process for grading and reporting practices	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Brief explanation of alignment between professional learning and identified needs	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Data used to identify unique learning needs of students	Level 3

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Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Highland Tech requires that student demonstrate mastery of content standards through process standards that emphasizes learning skills, thinking skills and life skills. The standards (content and process) outline what student must know and be able to do. The rubric for each standard provides transparency into the evaluation methods leading up to and including what constituents mastery. Moreover, the standards and rubrics are designed with learning experiences that prepare students for success at the next level. The standards are aligned to local, state and national benchmarks. The integrated project-based learning environment supports individualized learning and promotes student voice and choice in the learning process.

Highland Tech's standards and rubric undergo review and revision on a 3 year cycle. New and updated standards and rubrics in all content areas were implemented in Aug 2013. Emphasis in Reading, Writing and Mathematics was placed on aligning to the Common Core. This revision cycle also brought a need to update assessments used for initial placement in Reading, Writing and Mathematics. New placement assessments were piloted this year. A review of student work samples and placement decisions indicate a need to adjust the revised/rewritten placement assessments. However, the revision cycle also shown light on the need to review multiple data sources when considering initial placement in levels. Further, the vertical and horizontal alignment in Reading, Writing, Careers, PSS and Technology coupled with a desire by students for greater flexibility in elective options brought about a change/addition in elective course offerings.

The process standards found in each content area and required learnings in the technology strand require students to engage in collaboration, self-reflection and development of critical thinking skills. Teachers are keenly aware of the need to plan teaching and learning the provides opportunities to master these skills. The high level of transparency of expected learnings supports staff and students in personalizing the instruction. Interventions and individualization are constant in each classroom. One such intervention example is our Extended Time days where students have time to meet one-on-one or in small groups with teachers to ask questions, collaborate and achieve mastery of standards presented in the current unit of study or project before moving on to the next unit/project.

Highland Tech places emphasis on integrated learning where students may apply the learning in one area to multiple contents. (i.e. a research paper written for US History can be given to the Writing teacher for evaluation of mastery in that content area) A move to a Humanities Block and a STEM Block will strengthen the integration of content as we intentionally team staff member for teaching and learning.

School administration monitors instruction through supervision and evaluation procedures. This includes classroom visits, monitoring of individual and cohort progress in Educate, seeking student and parent perspective on teaching and learning. There is a high level of collaboration among staff relative to systems and structures to support teaching and learning. There is a need from both leadership and staff to prioritize collaboration around improving teaching and learning. Shared Leadership between administration and content leads in developing a professional development plan that provides learning from, using and discussing the results of inquiry based learning will align beliefs in the value of collaborative learning with practice. Additionally, leadership must work to protect the allocated time for observation and feedback. The Anchorage School District has adopted the Danielson Framework for Teaching. This framework will provide the foundation for developing a professional development plan and for meaningful observation and feedback. The move to purposeful and intentional teaming in Humanities Blocks and STEM Blocks will facilitate a shift in collaborative learning communities with a focus on teaching and learning. Moreover, a formalize professional development plan developed collaboratively will provide a systematic and systemic process for monitoring the effectiveness of the plan.

Rubrics provide the basis for a common system of reporting mastery learning. The rubrics provide a clearly defined criteria to represents each student's attainment of content knowledge and skills. Transparency of expected learnings has stakeholders aware of the requirements and processes. Parent interviews identified this as one strength, among many, in our program. Students believe that proving exemplars would support them in unpacking the rubrics and understanding the differences between emerging, developing, proficient and advanced rubrics.

Staff uses data from Educate, learning style inventories, and communication with parents and students to identify unique learning needs and coordinate learning support services for students. There is a need to expand knowledge and practice in the use of formative assessments to evaluate student learning and adjust practice.

Parents identified multiple areas as exemplary including the learning experiences provided their children though challenging and equitable learning opportunities, teachers use of instructional strategies that require students to collaborate and think critically, and the meaningful ways in which the school works to engage families.

Highland Tech's advisory program provides a structure for long-term interaction between a group of students and one adult. The advisor serves as the academic coach and mentor as well as the point of contact for families. Student are assigned to an advisory for multiple years thus allowing the teacher to gain significant insight into the child's life. Further, the advisor serves as the advocate for the student's needs, often providing the bridge between school life and home life.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•School schedule •Alignment of budget with school purpose and direction •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Documentation of compliance with local and state inspections requirements	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Data on media and information resources available to students and staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•TBD	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Social classes and services, e.g., bullying, character education	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The Anchorage School District policies, processes and procedures ensure access to hire, place, and retain qualified professional and support staff, Potential candidates are vetted at the district level. The Applitrack system used by the district funnels prospective candidates to the school for formal interviews. Highland Tech uses a scaffolded progress to select qualified professionals and support staff. The administrative team reviews and selects potential candidates. Next, content level teams conduct first round interviews from the selected pool with a focus on assessing content and pedagogical knowledge. Candidates are narrowed by the team to a small pool of viable candidates and a second

round of interviews are conducted. The second round consists of administration and staff from the first round. The focus at the second round is on belief systems, collaboration, innovation and risk-taking.

A focus on protecting instructional time is evidenced through the evolution of the master schedule. The current day offered 2,700 minutes of instructional time a year beyond the minimum required by law. Changes to the schedule for 2014-2015 will increase the yearly instructional time to 7,200 minutes beyond the minimum. Additionally, the practice of embedding extended work time at the end of units for students who need additional time provides an opportunity for staff to give extra support as needed.

Focusing fiscal resources in the classroom has been most evident in the past two years as declining enrollment and increase in wage and benefits has required the elimination and/or reduction in non-instructional positions. While the allocation of teaching staff has remained constant the impact of reduced support personal has impacted the classroom by placing a burden on remaining staff to maintain working technology. Further, over projection of enrollment has required payback to the Anchorage School District for over allocated funds. This has prohibited replaced of outdated and non-functioning hardware. However, without available funds we have secured 20 Dell computers with dual monitor from the Anchorage School District, 36 Netbooks from Bartlett High School and 20 Google Chromebooks from the ASD Educational Technology Department. These devices, along with remaining Macbooks and personal devices currently meet the educational needs of students. There exists a need for Highland Tech to developed a Technology Plan with a cycle time for review and updating. Until additional monies from revenue sources due to charter schools from the Anchorage School District is resolved there is a need to seek outside funding sources to implement the newly developed Technology Plan.

The lease agreement for our current facility includes custodial services. The custodial service has measures in place that allow for tracking of services including expected daily, weekly, and monthly cleaning areas and items. Administration works closely with the property manager to resolve issue with the custodial service as they arise. Additionally, Highland Tech staff and students work together to maintain a safe, clean and healthy environment.

Highland Tech provides support services to meet the physical, social and emotional needs of students primarily through our advisory program. Each student is assigned an advisor who is their academic coach and mentor. This is also a point of contact for parents as they work to support their child's success. Student often stay with the same advisory two/three years thus allowing for strong relationships to form. Advisors are also the primary conduit for addressing the required learnings in Careers and Personal, Social and Service (PSS) Learning. These content areas develop habits of mind in students and address the physical, social and emotional needs of students.

The advisory program, school nurse and administrative team work together to support counseling, assessment, referral, educational and career planning. What students are required to know and be able to do as defined by the Career and PSS standards is further supported by staff members who each bring a unique background and life experiences to share with the young people who enter our building each day.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Highland Tech's standards and rubric are the primary assessment system. The rubrics provide a reliable and bias free system that ensures consistent measurement across classrooms and levels (courses). Educate, the recording and reporting system clearly defines progress towards mastery, mastery and advanced acquisition of skills and knowledge. Students, parents and staff use the data in Educate to engage in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

Educate is the primary sources of data staff use to monitor trends in student success. Initial placement into course levels is determines by a combination of site developed assessment in Reading, Writing and Mathematics, transcripts, and Standards-Based Assessment data. This holistic approach is beginning to be formally explored when determining movement from one level to the next. An opportunity for improvement exist in providing regular and systematic professional development related to evaluation, interpretation and use of data. Specifically the systematic gathering, interpreting and use of data through multiple forms of formative assessments. Developing a outcome based professional development plan with monthly benchmarks will support our continuous improvement efforts in this area.

Action plans developed to address a specific area of improvement have consistently been developed to support continuous improvement plans. These plans have included: Academic Coaching (Advisory), Contextual Learning, Culture, and System Redesign (Academic Review). These plans are developed by staff at the annual retreat. The design and implementation portion would be stronger if students were including in the process. Pieces of the various action plans are evident within the organization, including the relationships and conversations between advisor and advisee; field trips, speakers partnership with community organization; Morning Meeting, and our innovative schedule of teaching and learning that incorporates intensive focus on knowledge and skill mastery and through a gradual release of responsibility gives more flexibility to students in making decisions about time, place and method of learning.

A variety of methods are used to communicate with and engage parents in supporting school improvement goals and support student success. Emails are the best and preferred method by parents for receiving information. The website is currently under revision to better

support parents at home when providing time and space for learning. Specifically, a parent page will include direct links to teacher emails, unit plans, activities, tasks, educational resources, articles, counseling, program to support health and wellbeing, and college/career planning.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 3.08

Standard 4: Resources and Support Systems — 2.86

Standard 5: Using Results for Continuous Improvement — 3

Sections