

Highline Academy

School Type	Charter
Description	Core Knowledge, character-driven, diverse model
Grades	K-8
Enrollment	504
Demographics	30.4% FRL, 14.3% ELL, and 6.3% SPED
School Quality Analysis	The school has strong systems in place to continue its strong academic performance and strong student culture. The school also has a strong emphasis on continuous improvement in all areas of its program.
Superintendent Recommendation	•Five year renewal
Conditions	None
Region	SE

SE Regional Decisions – Highline Academy

Rationale

- The school has consistently met expectations during the current charter period, and saw improvement in status during the most recent year.
- The school consistently outperforms similar schools in both status and growth (except math MGP where it still outperforms the district).
- The school has strong systems in place to support instruction and continuous improvement that will promote its ongoing success.

SE Regional Decisions – Highline Academy

Academic Performance Summary

	2009	2010	2011
SPF Rating	Meets Expectations	Meets Expectations	Meets Expectations

	Highline Academy	Similar Schools	District
2011 status % proficient/ advanced	Reading-80% Math-66% Writing-71%	Reading-74.5% Math-65.9% Writing-64.6%	Reading – 49% Math – 41% Writing – 38.7%
2011 Median Growth Percentile	Reading-60.5 Math-46 Writing-66 Combined--172	Reading-54 Math-52 Writing-56 Combined--162	Reading – 51 Math – 52 Writing – 52 Combined-155

Component Evidence Points

Retention	<ul style="list-style-type: none"> •The school only lost one staff member (2% of staff) between 2010-11 and 2011-12.
Coaching	<ul style="list-style-type: none"> •Observations are conducted regularly by the principal, assistant principal, and instructional coach. Teachers also meet with their supervisor at least biweekly to get feedback and coaching on their instruction.
Pedagogy	<ul style="list-style-type: none"> •Observed classes had clear objectives that were used to drive instruction. Lessons were designed with scaffolding to ensure students could grasp the material.

Instruction

Instruction

Component Evidence Points

Curriculum	<ul style="list-style-type: none"> •The school has modified its curriculum this year to be more in line with Common Core and CSAP testing. School leaders closely monitor teachers' implementation of the curriculum through review of lesson plans and assessments, as well as frequent classroom observations.
Assessment	<ul style="list-style-type: none"> •The school has a rigorous system of interim assessments and has a clear protocol for analyzing the results and using it to drive instruction. Teachers also implement a wide range of formative and summative assessments.
ELL Instruction	<ul style="list-style-type: none"> •ELL instruction is largely provided through an inclusion model, with a dedicated ELL specialist on staff. The specialist provides services to students and works with teachers to customize action-based, individual learning plans for ELL students.
SPED Instruction	<ul style="list-style-type: none"> •The school is in compliance with all special education regulations. They devote significant resources to meeting the needs of special education students, including staffing and instructional materials.

Leadership

Leadership

Component Evidence Points

Instructional Leadership	<ul style="list-style-type: none"> •The school has a consistent track record of developing instructional leaders from its teaching staff through professional development and mentoring.
Operational Leadership	<ul style="list-style-type: none"> •The school has explicit goals for student recruitment, including around demographics of applicants. They have exceeded their goals for number of applicants.

School Culture

Component

Evidence Points

Parental Involvement

•The school had a 90% parent satisfaction rate in 2010-11, with 72.5% of parent/guardians completing the survey, rating “meets” in this category on the SPF.

Discipline Policy

•The school has seen a significant decline in suspensions over the recent years since implementing a positive behavior system. In 2010-11 the school had 41 suspensions and no expulsions.

Student Engagement

•The school received a rating of “meets” in this category on the SPF.
 •The school met its attendance goal of 96% in 2010-11, but did not meet its student satisfaction goal with only 81% expressing satisfaction.

Governance

Component

Evidence Points

Oversight and Evaluation

•The board receives regular reports from the school principal and the accountability committee based on pre-established academic, discipline, engagement, and financial metrics.
 •The board has delineated and documented its role versus that of the school leader under its governance model.

Board Structure

•The board has all the necessary officers in place and a strong committee structure in place to carry out its governance duties.

Organizational Sustainability

Component

Evidence Points

Current Financials

•The school is in strong financial standing, with high levels of reserves and expenses well-allocated within programs.

Policies and Procedures

•The school has a well-designed Policies and Procedures document which includes all necessary components. All stakeholders were able to speak about the policies and procedures and their implementation.