

Academic Policy Committee Self-Evaluation 2016-17

Per the By-Laws of the Board Attachment, the Academic Policy Committee (Board) will conduct a self-evaluation on an annual basis designed to measure the Board's overall effectiveness in the governance of Highland Academy. This evaluation tool is based on the roles and responsibilities of the Board as defined by the By-Laws and Board Attachment.

Section 1 – By-Laws Article II

1. Board attendance, punctuality, composition of Board.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory
2. Support of the academic operation and mission of the school.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory
3. Measurement of student progress and staff performance.
 - a. Excellent
 - b. Satisfactory
 - c. Needs Improvement**
 - d. Unsatisfactory
4. Approval and monitoring of school budget.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory
5. Board involvement with parents and the community.
 - a. Excellent
 - b. Satisfactory
 - c. Needs Improvement**
 - d. Unsatisfactory

Section II – By-Laws Articles IV and V – Meetings/Committees of the Academic Policy Committee

1. Regular meetings were held and communicated to the community. Special meetings were held when necessary and communicated to all stakeholder groups.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory
2. Necessary committees of the Board were established to undertake research and development of specific projects.
 - a. Excellent
 - b. Satisfactory
 - c. Needs Improvement**
 - d. Unsatisfactory
3. Committees of the Board were effective in meeting objectives, sharing information with the Board as a whole, and subsequently executing plans.
 - a. Excellent
 - b. Satisfactory
 - c. Needs Improvement**
 - d. Unsatisfactory

Section III – By-Laws of the Board Attachment – Communication

1. Public discourse on Board topics is open and respectful.
 - a. Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory
2. Pertinent information was shared in a timely manner with all members.
 - a. Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory
3. Members adhered to the expectations set forth in the Communication section of the By-Laws Attachment.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory

Section IV -- By-Laws of the Board Attachment – Teamwork

1. Members are dedicated to the success of the Board as a whole.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory
2. Board members accept and support team decisions, disagree respectfully, and show loyalty to the team and the school.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory
3. Board members promote and contribute to the success of the Principal in his/her role as executive.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory

Section V -- By-Laws of the Board Attachment – Chain of Command

1. Board members understand their role in the governance of the school, allowing the Principal to act as executive officer.
 - a. Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory
2. Board members understand their relationship with the school staff and interact appropriately, respecting the relationship between the Principal and staff.
 - a. Excellent
 - b. Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory
3. Contentious issues and grievances are directed to the most appropriate party and handled according to ASD guidelines and AEA contractual obligations.
 - a. Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory

Section VI -- By-Laws of the Board Attachment – Decorum

1. Board members act with and treat each other, as well as constituents, with dignity and respect.
 - a. **Excellent**
 - b. Satisfactory
 - c. Needs Improvement
 - d. Unsatisfactory
2. Board members are visible and active members of the school community.
 - a. Excellent
 - b. Satisfactory
 - c. **Needs Improvement**
 - d. Unsatisfactory
3. Board members' words and actions in public and private settings are respectful of the operation and culture of the school as well as supportive of ongoing improvement and development.
 - a. Excellent
 - b. **Satisfactory**
 - c. Needs Improvement
 - d. Unsatisfactory

Narrative Summary of Accomplishments of the APC for the 2016-17 School Year

Overall, the Highland Academic Policy Committee rates 2016-17 as a successful and effective year for the Board. Several major accomplishments were:

- Approval of the purchase of 60 additional Chromebooks, making Highland Academy a true 1:1 learning environment.
- More engagement with student learning data. While Highland has few formal assessments, the introduction of a semester Progress Report gave the Board some hard data on student progress. With the introduction of the MAP (Measures of Academic Progress) test to be used next year with middle school students, the Board will have more data to examine and evaluate.
- Student presentations. The Board was treated to presentations of student learning at each of its 2016-17 meetings with the exception of the May meeting. This gave non-school based members a glimpse of learning at Highland Academy.
- Active participation and engagement in the AASB conference. The Highland Academy APC was recognized by the presenters from the Alaska Association of School Boards as being particularly engaged and active in the annual workshop. It is also noteworthy that Highland was the only school with student members of its APC.
- Two new student members were added to the Board this year. They engaged in all topics and the hope is that they will be vital members for full three year terms.

Narrative Summary of Areas of Growth of the APC for the 2017-18 School Year

The Board recognizes that educating parents and students about its role in school governance is a major area of improvement. Although the majority of families understand that Highland is a charter school, they are not aware that Highland has its own Board, apart from the Anchorage School District Board of Education. To that end, the Board will work on both increasing members' visibility and presence in the school, as well as educating the community about how the Board works as the governing body of the school. A Board retreat will be held early in the 2017-18 school year to define strategies for community engagement and educating parents and teachers regarding the Board's role, improving the Board's visibility, and pro-actively engaging in the governance of the school.

In addition, the Board recognizes that there is still a need for further marketing efforts in support of student recruitment and name recognition in the community. The principal and staff engaged in new strategies such as the Enrollment Open House and invitations to colleagues to visit Highland. Now that the name change is official and has been in place for a full year, the Board must re-establish the marketing sub-committee of the Board to plan out a more comprehensive strategy.