



2007-2012 ACCOUNTABILITY PLAN

	Goal	Measure
I. ACADEMIC SUCCESS	A. NCCES Students think for themselves, use their minds well and master a limited number of essential skills and areas of knowledge. (Common Principles #1 and #2)	<ol style="list-style-type: none"> 100% of NCCES students pass ELA and Math MCAS by graduation. NCCES makes Annual Yearly Progress each year. 90% of students successfully meet eligibility requirements for promotion (Gateway) at the end of 8th and 10th grades. 100% of NCCES graduates demonstrate mastery of higher order skills through successful completion of the Senior Project.
	B. NCCES curriculum is aligned with standards from the MA Curriculum Frameworks and is effectively implemented in the classroom.	<ol style="list-style-type: none"> 100% of NCCES courses are aligned with standards from the state frameworks as indicated by curriculum maps. 100% of NCCES teachers from all subject areas adopt and ensure mastery of ELA and/or math standards from the state frameworks as measured by analysis of student progress on common formative assessments.
	C. NCCES students transition successfully from NCCES to a post-secondary program of study, employment and/or an organized service program.	<ol style="list-style-type: none"> 90% of NCCES graduates are accepted to at least one post-secondary educational program. 95% of NCCES graduates are enrolled in a post-secondary educational program, employed, and/or participating in an organized service program by the fall following graduation.
	D. NCCES students are well prepared for success in post-secondary educational programs, employment, and/or participation in an organized service program as determined by data collected from biennial alumni surveys.	<ol style="list-style-type: none"> 90% of NCCES alumni are enrolled in a post-secondary educational program, employed, and/or participating in an organized service program as determined by a biennial survey of alumni. 90% of NCCES alumni indicate that they agree or strongly agree that they are well-prepared for post-secondary educational programs, employment, and/or participation in an organized service program as determined by a biennial survey of alumni.



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II. ORGANIZATIONAL VIABILITY	<p>A. NCCES attracts enrolls and retains students from its region.</p>	<ol style="list-style-type: none"> 1. NCCES maintains an enrollment level equal to or exceeding 90% capacity as defined by a yearly enrollment target as set by the Board of Trustees. 2. NCCES maintains a waitlist equal to or exceeding 10% of the school's population in grades 7 through 10.
	<p>B. NCCES fiscal management reflects sound practices that support fulfillment of its charter's essential commitments. (Common Principle #9)</p>	<ol style="list-style-type: none"> 1. NCCES has sound financial practices as evidenced by yearly independent audits which include no significant negative findings. 2. The NCCES actual and proposed annual budget is balanced, showing income equal to or greater than expense. 3. The NCCES Board of Trustees annually approves a balanced budget that supports the academic success of students. 4. The NCCES Board of Trustees will secure a permanent home for NCCES.
	<p>C. The NCCES Board of Trustees provides sound and effective governance to support and promote the school's mission.</p>	<ol style="list-style-type: none"> 1. The NCCES Board of Trustees and the school leader develop annual leadership goals which reflect the school's mission and lead to further implementation of the school improvement plan and 75% of these goals are met annually. 2. 75% of NCCES Board members agree or strongly agree that the Board is meeting its governance responsibilities as measured by the Board's annual self-assessment.
III. FAITHFULNESS TO CHARTER	<p>A. NCCES students are known personally, challenged intellectually, and participate actively in their learning. (Common Principles #3, #4 & #5)</p>	<ol style="list-style-type: none"> 1. 100% of NCCES students have personal learning plans which include goals for personal and intellectual growth that are developed and signed by students, parents/guardians and Advisors annually. 2. 80% of NCCES students and parents agree or strongly agree that s/he (the student) is known well and can thus be academically advised well by at least one staff member in the school as measured by the Annual Climate Survey. 3. 80% of NCCES students and parents agree or strongly agree that they believe that their student is provided with an appropriate level of academic challenge at NCCES as measured by the Annual Climate Survey. 4. NCCES demonstrates effective Essential School practices as evidenced by annual reviews by outside Critical Friends.



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<p>B. NCCES is a diverse and inclusive community where every member's voice and perspective is valued and respected. (Common Principles #3 & #10)</p>	<ol style="list-style-type: none"> 1. NCCES policies, procedures, practices, and indicators of success reflect commitment to diversity and inclusiveness as indicated by findings of external and internal reviews. 2. Response rate for the NCCES Annual Climate Survey of staff, students and parents increases by 2% per year resulting in returns of at least 60%. 3. 80% of NCCES students and parents agree or strongly agree that they personally feel safe in the NCCES learning environment as measured by the Annual Climate Survey. 4. 80% of NCCES students and staff actively participate in a clearly defined, democratic process for school-wide decision making as measured by voter participation in decisions requiring referenda. 5. The demographic composition of the student body reflects the diversity of the sending districts as measured by comparing NCCES with U.S. Census data.
<p>C. NCCES shares with the outside community replicable models of effective practices.</p>	<ol style="list-style-type: none"> 1. At least 5 NCCES staff share some aspect of NCCES practices annually with educators and/or related professionals. 2. NCCES maintains on the school's website examples of replicable models of effective practices. 3. NCCES brings in at least 25 visitors annually to observe directly the work that is going on in the school.

Glossary of Important Terms

Adequate Yearly Progress (AYP): A term from the No Child Left Behind federal legislation indicating whether a school is on a path towards all of its students being proficient in reading and math by 2013-2014.

Common Principles: A set of common philosophies and practices to which **Essential Schools** adhere. A detailed list of the principles is found on the NCCES (www.ncces.org) and Coalition of Essential School (www.essentialschools.org) websites.

Critical Friends: Essential Schools and learning centers across the U.S. use site visits form "critical friendships" following a protocol developed at Brown University to provide honest and supportive feedback to facilitate student achievement.

Essential School: Guided by the 10 Common Principles of the Coalition of Essential Schools, an Essential School aspires to those principles and finds particular practices and structures to make those ideas about teaching and learning real for a particular community.

Gateway: An assessment event that a student must complete satisfactorily in order to move on to the next level. NCCES has Gateways at the end of 8th grade, the end of 10th grade, and at Graduation.

No Child Left Behind (NCLB): Federal legislation passed in 2001 that lays out requirements for public schools K-12 around student achievement, teacher qualifications, state testing, and more. Such requirements in total convey that all students must be taught well, that schools must ensure there are highly qualified teachers in every classroom, and that parents have rights and responsibilities in their child's education.

Senior Project: A large scale individual, independent research project through which every senior demonstrates that they have the skills to move out into the world. This culminating project asks students to demonstrate skills and knowledge they've gained over their years in the school.