

Section IV. Accountability/Accreditation

A. Accountability Plan

A collaborative process was used to develop the school's accountability plan including feedback from parents, community members as well as charter school and industry professionals.

School Accountability Council

NSA will have an on-site School Accountability Council (SAC) comprised of staff, parents and community members, who will meet on a regular basis. This committee will play an important role in the school's assessment process and will serve as an advisory committee to the GB. The purpose of the committee is to inform, encourage, and provide opportunities for parents and community members to be involved in the planning and evaluation of the school's instructional program and quality improvement processes. The committee will follow all state and district guidelines for School Advisory Councils.

Annual School Improvement Plan

The administration of NSA, along with SAC members, will decide upon an annual School Improvement Plan by using the School Improvement Goal Sheet developed by DCSD. In the first year a goal will be selected based on overall student achievement. In subsequent years, student learning goals will be determined based on CSAP scores, BOE monitoring reports, student Body of Evidence, and other system checks available in the school's data management system. After each yearly goal is set, an action plan for achieving the goal will be developed by administrators, teachers and SAC members. Additional analysis will be conducted on disaggregated data to identify any gaps in programming and appropriate measures will be implemented to ensure the school meets its AYP goals for all students.

Family and Staff Satisfaction Survey

Every spring, the SAC will administer a Family and Staff Satisfaction Survey that will evaluate all aspects of the school. This data will be compiled from the school's data management system and presented to the GB. The SAC will work with the GB in developing the survey and reviewing the data. After the results of the surveys are compiled, the data will be reviewed and considered by the board and staff before significant planning decisions are made.

Student Performance Plan

The NSA Student Performance Plan includes all required district and state assessments of student progress for grades K-6, as well as additional measures that will serve to inform instruction and/or provide broader comparisons of NSA student achievement. Student performance data will be stored in the school's data management system and collected from classroom formal and informal assessments, CSAP results, nationally norm-referenced test results, attendance records and behavior records. The data collected will be analyzed and applied in a way that will close learning gaps and increase individual student achievement.

B. Accreditation

NSA will be a high achieving school that receives accreditation from DCSD. The DCSD Accreditation Indicators include the following:

1. CSAP Scores
2. District Assessments
3. K-3 Students on Individual Literacy Plans
4. Attendance Rate
5. Evidence of a Safe, Civil Learning Environment

The student achievement goals for NSA are:

- ★ Achieve high performance in all CSAP subject areas; no less than 90% proficiency in all areas within three years for students who have been at the school for at least two years.
- ★ Meet or exceed the district average on CSAP testing.
- ★ Demonstrate adequate yearly progress for all disaggregated groups as measured by CSAP and determined by the Colorado Department of Education starting in the second year and continuing every year thereafter.
- ★ 100% of students in third grade who have attended the school for one full year will be reading at grade level as measured by a national norm-referenced test.
- ★ NSA's accountability plan will comply with the Colorado Basic Literacy Act.
- ★ NSA will maintain an attendance rate of 95% or higher every year.
- ★ NSA will provide a comfortable and safe classroom environment as measured by the schools family and staff satisfaction survey each spring.

C. Longitudinal Assessment

As part of NSA's data management plan, NSA will track individual students longitudinally as they progress through each grade enabling the school to continually adapt its curriculum, instructional strategies and content delivery to ensure that students are learning and progressing.

CSAP

CSAP tests will be given to all students in available subject areas (currently reading, writing, math and beginning in 2006 science) and will serve as the foundation for determining Annual Yearly Progress (AYP) for NSA. Each year, those results will be formally analyzed by the NSA teachers and administrative staff to make determinations as to how to modify curriculum and instruction, and to better meet individual student learning needs.

National Norm-Referenced Tests (i.e. ITBS, Terra Nova, etc.)

NSA plans to administer a National Norm-Referenced test (i.e. ITBS, Terra Nova, etc.) in the fall of each year, beginning with the second year of operation, to provide a nationally-normed comparison of individual and group academic progress. This perspective allows students and parents to assess how their progress compares with other students throughout the nation. The previous year's administration will always be considered as a pretest, with the growth compared from year to year. Growth will be evaluated for individual students, groups, grade levels, and the school as a whole, providing a comprehensive picture of progress or areas of need.

Informal and Program Assessments

In addition to the more formal assessments, ongoing assessment and evaluation will occur as part of the regular instructional program. All programs being implemented (i.e. CK, Saxon Math and Spanish) have assessment provisions imbedded as part of their programs. These on-going assessments will inform instruction, so that teachers are able to assess whether their teaching is

successful and whether students are learning the material being presented. Adding yet more information to this base of knowledge about students, will be teacher-made tests that provide even more frequent information about student performance.

Procedures for Corrective Action

The NSA Student Evaluation Plan includes the acknowledgement of students having difficulty learning, accompanied with individual planning to ensure they achieve. Teachers will address students in need of attention at each of regular weekly team meetings. This will be a regularly scheduled part of team planning. Teachers will make sure that students in need of extra assistance, beyond regular classroom instruction, are provided with intensive classroom interventions prior to any additional steps, in accordance with the revised IDEIA 2004, which became law in June of 2005.

Students who, after failing to respond to classroom interventions, still appear to need future study, will be referred to the student staffing team for further evaluation, while interventions at the classroom level are continued. Students who respond to the classroom interventions will continue to be reviewed at the weekly student staffing team meetings to ensure their continued success. Examples of classroom interventions a teacher might include on an individual intervention plan are: tutoring, change or alteration of materials or program used for instruction, more individual attention, additional homework, more time to complete assignments, parent conferencing and planning.