

Designing Modern Accountability

North Dakota



A Brief History

- **ESEA...1965...focus on resource distribution to schools with high poverty rates**
- **NCLB...2002...focus on accountability to identify and provide consequences for low performing schools**
- **ESSA...2015...???**
NCLB lite or a new system

Critical Questions

- What is the purpose of an accountability system?
- What are the steps to designing and implementing an effective and impactful accountability system?

Beliefs

- **Every district, school, educator and learner can improve under the right conditions:**
 - clear direction
 - effective support and assistance
- **Every district/school can be better tomorrow than it was yesterday**

Accountability for Our Children's Future

- Establish a state wide vision for educating every child in 2030.
- Design and implement a statewide system of continuous improvement, support, and monitoring.
- Provide a comprehensive process to establish a baseline or beginning point for every institution's journey for improvement.
- Give schools/districts at least 3 years to engage in the journey of improvement.
- Set valid data points and evaluate progress over a 3 year period (ESSA provides for this) based on the beginning and endpoints of the journey.

By 2030, ensure that North Dakota graduates are “choice ready” for either college, career, or military service.

Leading Performance Indicators

NORTH DAKOTA	Achievement /Growth	GAP	Graduation Rate	ELP	Quality Factor
Districts					
High Schools					
Middle Schools					
Elementary Schools					

Drivers for Continuous Improvement System

**Clear Direction...Healthy Culture...High Expectation...Impact of Instruction
Resource Management...Efficacy of Engagement...Implementation Capacity**

Incentives for Innovation

School Quality Factors

- **Clear Direction**—the capacity to define and communicate clearly to stakeholders the direction, mission and goals that the institution is committed to achieving
- **Healthy Culture**—the values, shared beliefs, and behavior of stakeholders within the school community that reflect the school's social norms
- **High Expectation**—a school's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement
- **Impact of Instruction**—the capacity of every teacher to nurture an environment that enables every student to learn and reach expected levels of achievement including readiness to transition to the next level of learning or career pathway
- **Resource Management**—the ability of a school to plan, secure, and allocate its resources (human, material, and physical) to meet the needs of every learner
- **Efficacy of Engagement**—the capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes
- **Implementation Capacity**—the ability of a school to execute, with consistency, actions designed to improve organizational and instructional



By making the realities of schooling visible, we make school improvement possible.