
For: School Boards, Superintendents, School Administrators, and All Other Concerned Stakeholders who are struggling to make schools better

**Reframing Accountability for Whole Child Development
and Addressing Barriers to Learning and Teaching**

As everyone involved in school improvement knows, school accountability is a policy tool with extraordinary power to reshape schools – for good and for bad. Systems are driven by what is measured for accountability purposes. This is particularly so when school improvement is underway.

For some time, there has been a fundamental disconnect between accountability mandates and the realities of what it takes to improve academic performance and ensure whole child development. Many stakeholders have raised the concern that, in many schools, major academic improvements are unlikely until comprehensive and multifaceted approaches to address barriers to learning and teaching are developed and pursued effectively. One key to moving forward is to reframe school accountability beyond what ESSA mandates.

See a recent discussion of expanding reframing school accountability in Chapter 15 of *Improving School Improvement* which can be freely accessed at http://smhp.psych.ucla.edu/improving_school_improvement.html

Please share with relevant stakeholders*
