

Accountability Frameworks in Education: The Saskatchewan K-12 Context in Provincial and First Nations Systems

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Abstract

In this paper, the authors examine the current use of accountability framework models as they relate to publicly funded education in North America and compare them to more complex models developed in the field of public administration and public policy. They find that, in general, the models employed in public K-12 education are overly narrow in perspective, as compared to public sector accountability frameworks such as the logic model. Most of the effort in these areas has focused on the “high stakes” approach to accountability, as exemplified by the No Child Left Behind legislation in the United States. As a result, conventional educational models appear too restrictive regarding the nature of accountability they engender within the system. This broader perspective of accountability is applied to current developments within the K-12 system in Saskatchewan. The Continuous Improvement Framework, currently being implemented within the provincial K-12 system, is considered, as well as complementary work currently underway within Treaty 4 schools. The implications of these initiatives, in particular the work within Treaty 4, are considered in relation to the potential of improved student learning outcomes.