North Dakota Be Legendary School Board Leadership Institute

Kirsten Baesler – State Superintendent of Schools, NDDPI
Lyndsi Engstrom – Westhope School Board

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

NDSBA NORTH DAKOTA SCHOOL BOARDS ASSOCIATION

“Student outcomes don't change **until** adult behaviors change.”

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Why do school systems exist?

To ensure each student, each year, continuously improves in what they know and are able to do, so they are prepared to be successful in whatever they choose to do after their K12 journey.

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Framework

The Be Legendary School Board Leadership Institute Framework is based on six critical pillars to transform school board performance:

1. Adopting student outcome goals
2. Adopting goal progress measures
3. Monitoring student outcome goals
4. Structuring for success
5. Adopting guardrails
6. Active teamwork and advocacy

Framework

OBJECTIVE 1:
The board has adopted student outcome goals

DOES NOT MEET 0	NOVICE 1	PARTIALLY PROFICIENT 4	PROFICIENT 12	ADVANCED 15
The board does not meet if any of the following are true:	*The board is novice if the following is true:*	*The board is partially proficient if all prior conditions and the following are true:*	*The board is proficient if all prior conditions and the following are true:*	*The board is advanced if all prior conditions and the following are true:*
The board does not meet if any of the following are true: ❑ *The board does not have a vision.* ❑ *The board does not have goals.* ❑ *The board does not consistently distinguish between inputs, outputs, and outcomes.*	*The board has:* ❑ *adopted a vision statement;* ❑ *owned the vision development process while working collaboratively with the superintendent;* ❑ *adopted three to five goals; and* ❑ *owned the goal development process while working collaboratively with the superintendent.*	*The board has adopted three student outcome goals aligned to North Dakota K12 Vision Aspirational Goals that include:* ❑ *a population,* ❑ *a baseline,* ❑ *a deadline target,* ❑ *a measurement tool,* ❑ *a deadline date, and* ❑ *annual targets.*	❑ *All board members and the superintendent agree that the student outcome goals* 1. *will challenge the organization;* 2. *require adult behavior change;* 3. *are influenceable by the superintendent; and* 4. *are the superintendent's first priority for resource allocation.* ❑ *The board relied on a comprehensive student needs assessment and/or student data to inform the identification and prioritization of all student outcome goals.*	*All board members and the superintendent* ❑ *have committed the vision and student outcome goals to memory;* ❑ *know the current status of each student outcome goal; and* ❑ *agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members.*

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Manual

The intention of the two-day institute is to create a supportive space in which governing teams can learn about and prepare for the intense focus on improving student outcomes. Participants in the institute will embrace the following skills, knowledge, and mindset.

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Outcomes, Measures, and Goals

North Dakota Student Outcome Goal Template

ND K12 Strategic Vision: Increase Students Who Demonstrate Reading Proficiency in 3rd Grade													
School District School Board Student Outcome Goal: 3rd Grade Reading													
Our school district will increase the percentage of students who are proficient or above in 3rd Grade Reading as measured by the North Dakota State Assessment (NDSA) English Language Arts (ELA) from XX% in Spring of 2021 to XX% in Spring 2026.													
	All Students	Asian American	Black	Hispanic	Native American	Native Hawaiian	White	English Learner	Foster Care	Homeless	IEP (Special Education)	Low Income	Migrant
2019 (district actual)													
2021 (district actual)													
2021 (state actual)	39%	45-53%	23%	26%	20%	25-33%	42%	15%	15-23%	13-18%	18%	23%	No data
Spring School Board Goal													
2021													
2022													
2023													
2024													
2025													
2026													

North Dakota focused on governance training for their school boards

Grant Opportunities

- This past legislative session, the legislature funded the goal to train all 168 North Dakota school boards, which allows us to open the competitive grant cycle for the 2023-2024 school year.

- The competitive grant cycle is open, and we will be accepting applications through September 15, 2023.

- You can find the application on our website: https://www.nd.gov/dpi/SchoolBoardLeadership

Cost

- The State of North Dakota will cover 50% of the cost for the Be Legendary School Board Leadership certification. Discounted rates are available when two or more school boards attend training together.

- One School Board
  - Total cost for training: $8,700
  - NDDPI pays: 50%
  - **Cost to school board: $4,350**
- Two School Boards
  - Total cost for training: $12,500
  - NDDPI pays: 50%
  - **Cost per school board: $3,125**
- Three School Boards
  - Total cost for training: $15,500
  - NDDPI pays: 50%
  - **Cost per school board: $2,583**

- School boards participating in this training may invite an unlimited number of school leaders/personnel to attend at no additional cost.

Our Statewide Progress

- To date, 20% of school board members (representing 20% of North Dakota students) have received Be Legendary School Board Leadership Institute certification.
  - School board members receive individual certificates of completion and a letter of gratitude from the state superintendent.
  - Certified boards are recognized at the Governor's Annual Education Innovation Summit each summer.

- 57% of trained boards have opted in for ongoing coaching.

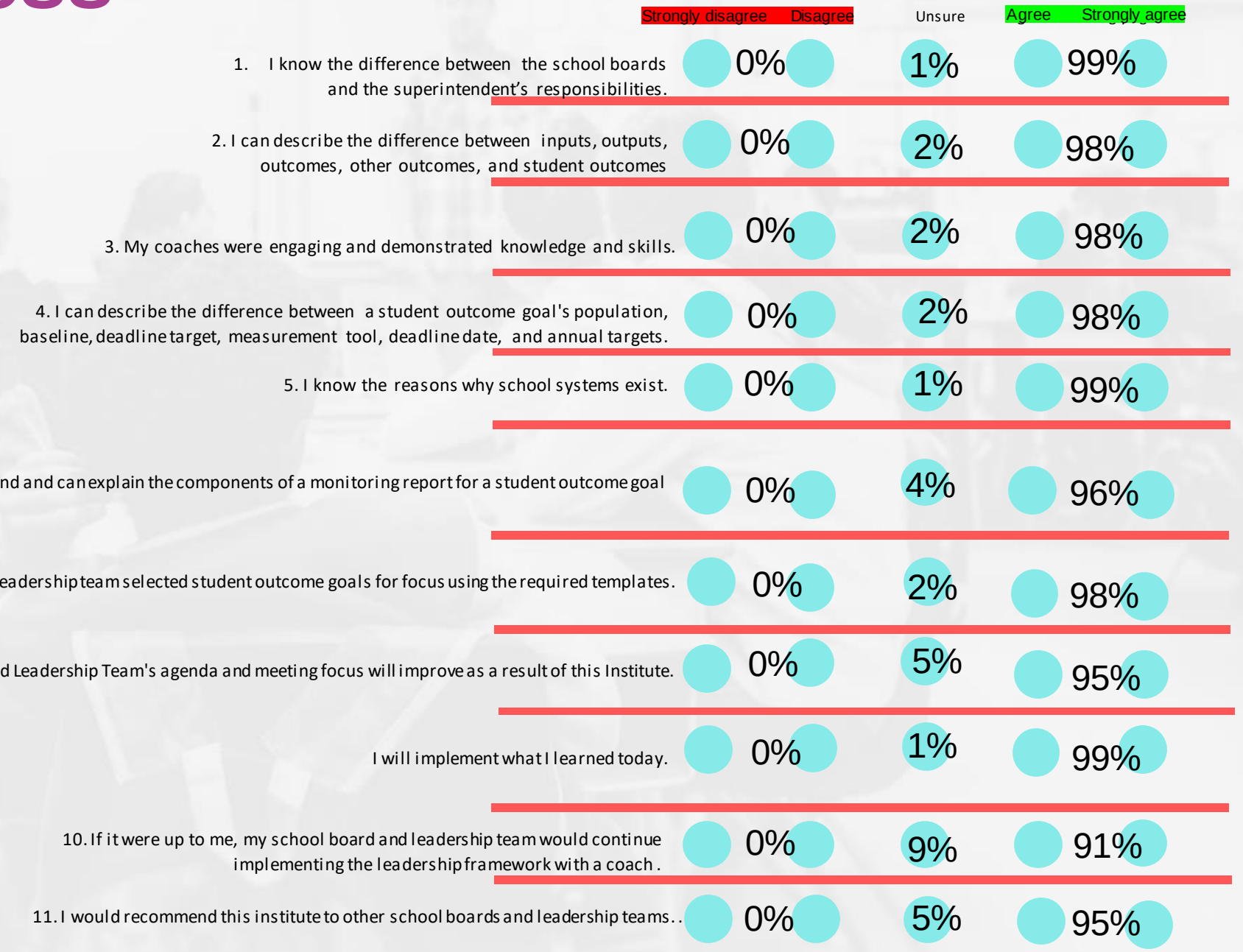
- School board members and superintendents of schools identified for Comprehensive Support and Improvement (CSI) must participate in the Be Legendary School Board Leadership Institute.

Our Progress

Evaluation: Be Legendary School Board Leadership Institute

Random Sample of 14 Trained Board Evaluation Summary – Compressed Data

Total Participants: 130



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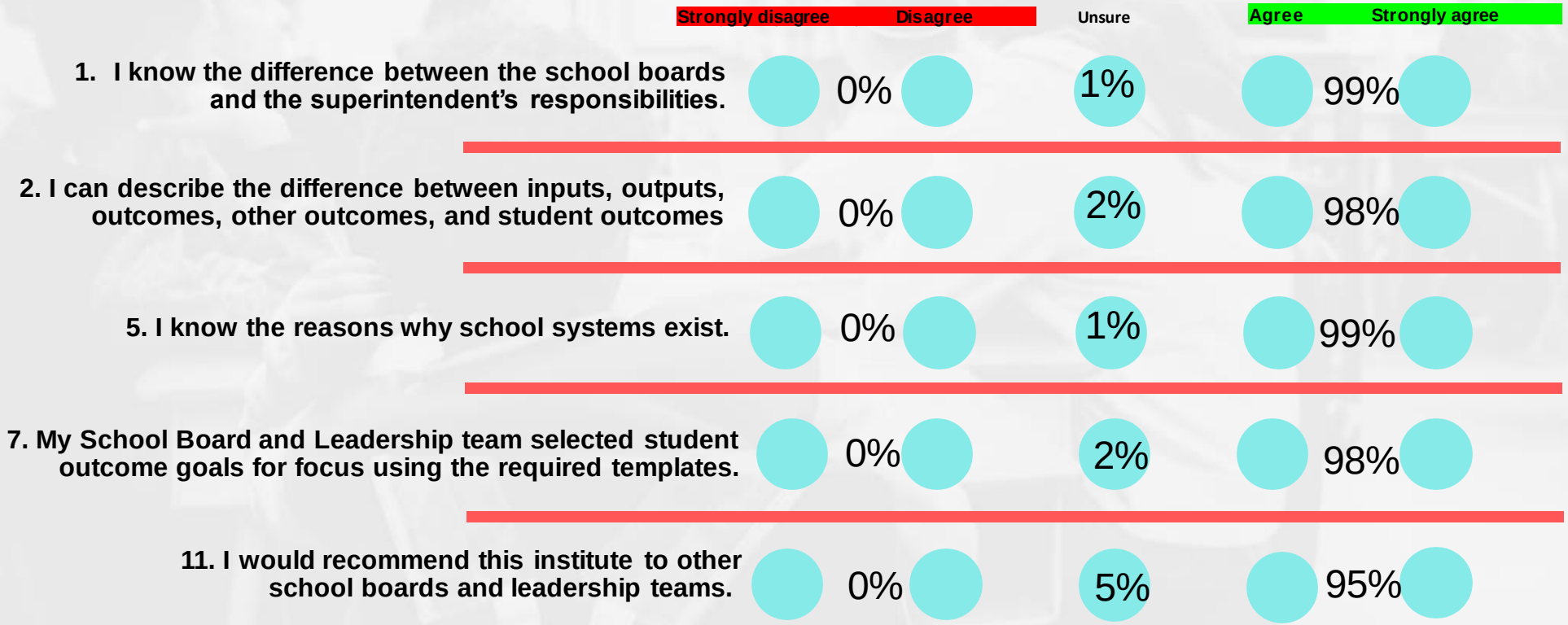

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Testimonials

"The most important thing I learned from the training was how to reflect and evaluate ourselves before others."
– Rugby School Board Member

"To change behaviors with our students, I strongly believe it has to come from the top. Our common goal has to come back to the students, and what we expect them to become in the future."
– Ellendale School Board Member

"I learned the importance of a strong superintendent-board relationship and having a shared vision."
– Carrington School Board Member

"The training helped me understand with the proper changes, we really can make an impact."
– Dickinson School Board Member

"The training helped me understand with the proper changes, we really can make an impact."
– Bowbells School Board Member

Participant Insight – Lyndsi Engstrom

- There are three components that impact adult behavior change that were discussed in the training: **knowledge, skills, and mindset**. Why is individual board member mindset important? Of the three mentioned, which one impacted you the most and why?
- Since completing training, how has your vision of the **role of the board** and the **role of the superintendent** adjusted?

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Questions

Questions can be directed to:

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