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THE PERCEIVED HEALTHY PRACTICES OF SCHOOL BOARD
GOVERNANCE: STRATEGIC PLANNING AND DECISION
MAKING TO IMPACT STUDENT ACHIEVEMENT

by

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A Dissertation

Submitted to the Graduate Faculty

of the

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for the degree of

Doctor of Education

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August
2007

This dissertation submitted by Steven Todd Jordahl in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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Chairperson

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This dissertation meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.

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Dean of the Graduate School

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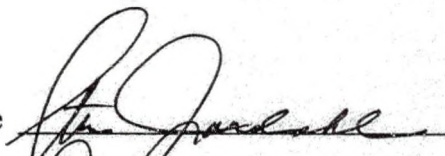Date

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Title   The Perceived Healthy Practices of School Board Governance: Strategic Planning and Decision Making to Impact Student Achievement

Department   Educational Leadership

Degree   Doctor of Education

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Signature

Date   June 22, 2007

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ACKNOWLEDGEMENTS

To my wife, Katia, and my children, Derek and Sydney and my step-children, Nichole and Cory, thank you for your support, patience, tolerance, and understanding during this process. Katia, you have endured more than anyone else during this process, and words cannot express the feelings and love I have for you. I will never be able to thank you enough for the support you have given me and the times where you encouraged me to keep going.

To my parents, thank you for instilling in me at an early age the value of an education. I know this is something you really value; this is truly a gift all children should experience in their lifetime.

Finally, thank you Nikki for inspiring me to cherish every accomplishment I've ever had . . . it must be incredible to be home with God.

ABSTRACT

The No Child Left Behind Act (NCLB) of legislation of 2001 has impacted legal responsibilities school boards have in addressing best practices of governance as it relates to the impact on student achievement. NCLB suggests that school boards develop a governance structure, a decision-making model, and strategic planning exercises to support the achievement of all students. However, many school boards across the country still engage in practices that do not focus attention on achievement. The purpose of this study was to determine if student achievement of selected Minnesota School Districts is impacted by the practices of school board governance. The data collected for student achievement came from the American College Testing (ACT) assessment. The "Best Practices" of governance was defined by the National School Board Association (NSBA) and the Minnesota School Board Association (MSBA). The NCLB Act, as it relates to school board governance, was designed to increase levels of student achievement by focusing on a process of collaboration among and between the school board members, the superintendent, parents, teachers, and community. Therefore, the study was designed to reveal student achievement results of schools where individual school board chairpersons had been surveyed about their perception of their board's level of focus on student achievement as they practice governance in the areas of decision making and strategic planning.

One hundred and fifty school board chairpersons from Minnesota School Districts were surveyed to determine their perceptions as to how their school board governs to impact student achievement. After analyzing the variables, the data suggests that school board governance does not impact student achievement according to the results of the ACT exam that is taken by 68% of all juniors in the state of Minnesota.

The research, gathered from school board members concerning governance, was used to prompt modification of board practices so that members understand what truly is making a difference in this highly accountable time of education. Universities, colleges, and the Minnesota School Board Association can utilize the results to develop appropriate workshops to better prepare school board members and superintendents so that the result is a practice that leads to an increased focus on the child. By fostering board harmony, the development of trust, understanding, expectations, a shared vision, communication, effective decision making, and positive community connections, our school boards can become leaders in the challenge of impacting student achievement.

CHAPTER I

INTRODUCTION

Background of the Problem

Approximately 95,000 school board members serve on 15,000 local public school

boards in the United States (Resnick, 1999). "School board organizations, experts, and

members have identified characteristics they consider essential for effective governance;

little data, however, exists to substantiate that these characteristics are indeed essential for

students' academic achievement" (Land, 2002, p. 17).

The challenges facing public education systems are great. These issues include

declining budgets, increased accountability, low morale, parent and student rights,

collective bargaining, political issues, and teacher shortages. These challenges have a

direct affect on the perceived performance of the school board and administration but, for

the purposes of this study, the focus is on the leadership of the school board. The above

challenges recognized today have created the need for school boards to foster and

develop a governing structure where working relationships unite all on the school board

to act as one entity. The Minnesota School Boards Association (2005a) stressed the need

to make decisions together based on what is best for all children of the entire district,

avoiding conflicts of interest, or using their position for personal gain. Even when the

votes are split, all members of an effective school board will show support for the

decisions made. "School board members should never act as if they have authority as

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individuals, recognizing that all school board functions are performed only as a collective body based upon the decisions of the majority of members" (Education Policy and Leadership Center, 2004, p. 23). This has always been the intent of the school board structure, but with today's accountability expectations, the need to recognize the importance of a strong governance structure has caused scrutiny by the voter on the performance of these elected officials.

People recognize that friction still exists where school boards have become bogged down in micromanagement of the district and have lost confidence in the role of the administration and staff. Most school boards desire positive relationships among school board members that continue indefinitely. "A strong local educational leadership team of school board and superintendent is essential to form a community vision for children, enlist community support of the vision, and to develop long-range plans and goals for raising student achievement and improve professional development" (Brenner, Sullivan, & Dalton, 2002, p. iii). Brenner et al. further elaborated on the importance of developing the processes by which they will collaborate to establish sound policies. However, these relationships and tasks can break down due to several factors related to poor school board governance practices.

This study was designed to examine the relationship of school board governance to student achievement. The appropriate governing responsibilities are referenced in detail in the literature review, but the researcher details the responsibilities of strategic planning and decision making while recognizing the importance of positive superintendent/school board relations without the use of micromanagement practices by the school board. The researcher's review also reveals appropriate strategies to help

school boards improve their working relationships and become more focused on the decision making practices and strategic planning that impacts student achievement. The purpose of this research was to examine how Minnesota school board members perceive their degree of performance in strategic planning and decision making to impact student achievement.

Statement of the Problem

Minnesota schools are facing, and will continue to face, a major problem with leadership over the next several years. According to Natkin, Cooper, Fusarelli, Alborano, Padilla, and Ghosh (2002), it is evident that the turnover rate of superintendents alone indicates a greater need to develop strong leadership skills that practice strategies to sustain high levels of student achievement even when the reins of the leader in the district office changes frequently. Research conducted by these authors may provide school board leaders with the tools to develop positive relationships with the superintendent, and recognize the importance of governing the school board to increase student achievement.

The problem, as Hill (2003) stated, is local school boards spend the bulk of their time on budgetary and personnel issues and on resolving complaints, leaving little time for oversight of instruction or even reviewing data about school performance. They pay too much attention to particular causes, programs, and teacher factions. These actions of poor governance reflect a micromanagement of the system where little talk of professional growth and strategic planning to impact student achievement is mentioned. School Boards get so "focused on the minutiae of operational detail, so crossed up politically, that the top leadership of the district is seen more as a distraction than as a leader of change" (Dawson & Quinn, 2004, ¶2).

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The challenge of understanding the degree of involvement in the educational process by the school board needs to be addressed. McAdams (2002) agreed that functional, effective school districts are to be guided by school boards that have an understanding of, and practice, good school board governance. Dawson and Quinn (2004) suggested that effective governing practices may require policy and understanding of the superintendent's role to decide how to get the job done and be accountable to the results of decisions. Policy guidance or not, development of a healthy governing school board is a complex process of understanding and cooperation. A concrete step toward meeting this challenge was to conduct a quantitative research study that expands upon the existing literature in the area of school board governance and the impact it has on student achievement. McAdams (2002) continued to elaborate on the need for school boards to change the way they think and govern; if successful, they can direct their focus on effective theories of action for change.

Purpose of the Study

The purpose of this study was twofold: (a) to examine what a school board perceives as its degree of involvement in the district's strategic plan for continuous improvement of student achievement, and (b) to examine how school board members make decisions as they pertain to improvement of the school's achievement. The primary research questions posed were:

1. What are the performing practices of school board governance and district's strategic plans that lead to increased student achievement?

2. What are the specific practices, i.e. decision-making skills that school boards need to focus on to impact student achievement?

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With the decreasing pool from which school boards have to select and retain superintendents, the need to develop a quality working relationship between the school board members and the superintendent is critical. According to Danzberger (1994), school boards exhibit some serious problems when it comes to developing positive and lasting relationships with the superintendents. McGraw (2003) agreed with the emphasis to create positive and lasting relationships as an effective working team that collaborates to create policy and impact student achievement. To effectively implement education policy and engage in strategic planning to impact student achievement, the school board must rely on its leaders (the administration) to make informed decisions and recommendations for continued growth. Little can be done where school board members spend more time as another level of administration (micromanagers) then they do educating themselves in the practices of successful schools. After all, districts are faced with declining enrollments and declining budgets, the need to save resources while increasing student achievement becomes more and more challenging. The development of trust, understanding, expectations, shared vision, communication, effective decision making, and positive community connections is an ongoing process that is necessary for any school to recognize increased achievement in our schools today. "A board member who wants to be board leader needs time for conversations with the superintendent, board colleagues, and civic leaders to build relationships and support for ideas" (McAdams, 2002, p. 6). Therefore, school board leadership is all about creating positive relationships and implementing ideas that work, and the above can not possibly be done where the relationship between the school board and the superintendent is in turmoil.

There are three major findings that the researcher may find useful in the future: (a) to provide empirical data for the development of facilitation, training, and in-service programs for school boards and superintendents in the area of educational governance to build relationships and strategically plan to impact student achievement; (b) to assist school boards in the decision-making process; and (c) to help schools develop a more comprehensive and deeper understanding of their own and each other's degree of involvement in the educational governance process.

Research Questions

The researcher's intent was to determine correlation/regression with the following questions regarding school board members and the effect they have on student achievement. These questions allow the researcher to examine the perceived degree of involvement of members in the best practices of school board governance, i.e., decision making, strategic planning, and the impact they have on student achievement.

1. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement?

2. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement?

3. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement while controlling for the perceived positive or negative superintendent/school board relationship?

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4. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement while controlling for the perceived positive or negative superintendent/school board relationship?

5. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement while controlling for perceived level of school board micromanagement?

6. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement while controlling for perceived level of school board micromanagement?

The study was designed to measure a difference between the performances of students in schools where the school board members practice good school board governance vs. those that experience a micromanaging school board. It is recognized in the study that there are differing levels of involvement by school boards in strategic planning and decision making to increase student achievement versus those districts that typically do not include the school board.

Importance of the Study

There are suggested "best practices" of school board governance that may impact student achievement, but even so, many dysfunctional school boards engage in the practices of micromanagement. When school boards successfully engage in strategic plans to align all resources toward the outcome of increased student achievement, they

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may positively impact the entire system. The decision making tasks performed by the school board drive the school board to make appropriate decisions that benefit the students.

There are suggested practices that guide the school board and superintendent to develop more fully to create and foster strong governance. It is depicted by the National School Boards Association (1996) literature the need to grow professionally by collecting data from self-evaluations, creating time for work sessions, workshops or retreats, and engaging in research. Armstrong and Anthes (2001) suggested that improvement efforts can be made by engaging the school board in the collection of data by asking questions. These questions would typically be centered on how the district is doing, how well they serve students, the strengths and weaknesses, and what are students getting from their experience. A school board should visit its own schools and look for successful schools that may have programs that are deemed successful. Highlighted by the National School Boards Association (1996) is the importance of reading education journals, listening to teachers and students, bringing in consultants for advice, and attending state school board association meetings. They indicate the importance of developing practices that engage the school board in acts of data-driven decision making and strategic planning toward the goals of increased student achievement. Without engagement in such activities, school board governance would prove to have little effect on the success of the school.

Currently, little data exists to support the theory that appropriate school board governance can increase student achievement or bring a school closer to success. The researcher has found that the authors of the literature support that appropriate school board governance, versus those that tend to micromanage (show evidence of conflict and

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limit commitment to improve their governance) can impact student achievement, but few studies have been done to measure school board governance success. Klotz's (2000) research found that the problem facing school boards is their tendency to micromanage and become more consumed with individual agenda items that become road blocks to impacting student achievement. Garcia and Brumbaugh (2003) agreed in their editorial to ask school boards to govern through policy instead of micromanaging; individuals of the school board should not interfere with the superintendent's ability to do the job assigned to them.

From the beginning of education in the United States, the people of a local community traditionally have directed the governance of the public school. Thus, if there is going to be continued support for school board governance, there needs to be data collected to show evidence of effectiveness.

Scope of the Study

Realizing that student achievement can be measured in multiple ways, this study was simplified to look at just the summative data that can be obtained with the results of the ACT exam. Sixty-eight percent of Minnesota students engage in the ACT test during their junior year of high school. These assessments are given to juniors to determine proficiency in most subject areas and to see how well they are prepared for post-secondary education. Even so, the data is also used to evaluate the effectiveness of instruction, identify students who need special help with certain subject areas or academic skills, and to plan for changes and improvements in the curriculum. Therefore, this assessment indicated the level of achievement for individuals, as a whole, and in

subgroups, but for this study, the interest was to collect data to compare achievement across school districts.

Definition of Terms

For the purposes of this study, the following definitions are used:

- School board governance. The process of governing the local educational system by the school board through policy, oversight, and employment of a chief executive officer (National School Boards Association, 1996). This variable has four sub items that were measured for school board performance. The sub items include strategic planning, decision making, school board/superintendent relations, and micromanagement.

- Strategic planning. A procedure that guides school leaders in the process of establishing a vision, a mission, core values, and measurable goals, and it involves identifying the resources and measurements necessary to reach their goals. A comprehensive strategic plan must include the vision, mission, core values, and targeted areas for improvement/growth, goals, objectives/purposes, strategies, resources, timelines, and ways to measure the results. The entire plan needs to hold the superintendent and staff accountable through supervision and monitoring of the collected data so that further decisions made are a reflection what is needed for successful student learning. The perceived skills of engaging in strategic planning were measured by a six-point Likert Scale using the School Board Management Styles and Outcomes Survey that asked participants to assess themselves with statements of strongly agree to strongly disagree.

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- Decision making. The act of selecting what is in the best interest of the school district and its community. In order to conduct the process rationally, one must stress the importance of making decisions based on what is best for children, the whole district, its building and grounds, any team of teachers, or children and individuals. It is aligning one's self to the district's strategic plan and resources. It is the making of data-driven decisions, which is collecting what is known about children, reflecting on the best practices of teaching, and prioritizing the needs vs. the wants of the district. The perceived skills of engaging in decision making were measured by a six-point Likert Scale using the School Board Management Styles and Outcomes Survey that asked participants to assess themselves with statements of strongly agree to strongly disagree.

- Micromanagement. Micromanagement is an example of poor school board leadership where they over manage the school district unnecessarily. Instead of giving the administration the general instructions and then allowing them to do their job, the micromanaging school board assesses every step. The school board may be motivated by concern for details, but the result de-motivates all employees of the district and creates resentment. The perceived practices of micromanagement were measured by a six-point Likert Scale using the School Board Management Styles and Outcomes Survey that asked participants to assess themselves with statements of strongly agree to strongly disagree.

- Superintendent/school board relations. A description or perception of the positive or negative interfaces that exit between the school board and the

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superintendent in the school district. The perceived superintendent/school board relationship were measured by a six-point Likert Scale using the School Board Management Styles and Outcomes Survey that asked participants to assess themselves with statements of strongly agree to strongly disagree.

• American College Testing (ACT) exams. The ACT is America's most widely accepted college entrance exam. It is used to assess high school students' general educational development and their ability to complete college-level work. Schools use the ACT results to evaluate the effectiveness of instruction, identify students who need special help with certain subject areas or academic skills, and to plan for changes and improvements in the curriculum. Most high school juniors take this assessment, and it is used to assess students in a wide-range of academic areas.

Delimitations

The researcher limited the study to Minnesota school board members who hold a chairperson position with the school board; they were chosen to represent the entire school board as they responded to the survey. School board chairs have more than 1 year of experience on the school board they serve, and therefore, it is assumed that they have a better perception of the practices that the entire school board engages in with school board governance. By limiting it to one school board member per school district, the researcher had the perceptions of one person per district versus the thoughts of six to seven individuals in one district while it might be just one person's perceptions in another district. The researcher also limited this study to the state of Minnesota knowing that in

most school districts a majority of the high school juniors engage in the assessment of the ACT exam.

The study was limited by the fact that most school districts have six to seven school board members while the range in student enrollment is vast. Therefore, in school districts with a small enrollment, school boards may impact achievement at a different level because of their ease to control the environment in which they operate.

Summary

The intent of this research was to examine how Minnesota school board members perceive their degree of performance in strategic planning and decision making to impact student achievement. As mentioned before, the purposes were twofold: (a) to examine what a school board perceives as its degree of involvement in the district's strategic plan for continuous improvement of student achievement, and (b) to examine how school board members make decisions as they pertain to the performance of the school's achievement.

This study was designed to assess the various practices, differences, and working relationships of school boards in matters of educational governance, and the relationship between the congruence of the school board and their impact on student achievement.

The results of the study may prove useful in three major ways: (a) to provide empirical data for the development of facilitation, training, and in-service programs for school boards and superintendents in the area of educational governance to build relationships and strategically plan for increased student achievement; (b) to assist school boards in the decision making process; and (c) to help school boards develop a more

comprehensive and deeper understanding of their own and each other's degree of

involvement in the educational governance process.

CHAPTER II

LITERATURE REVIEW

Introduction

In this literature review the researcher focused on three main areas of information. The researcher looked at the suggested "best practices" of school board governance and detail practices of micromanagement that are often the work of dysfunctional school boards. Identified in review of the literature were the practices that school boards utilized when successfully engaging in strategic plans to align all resources toward the outcome of increased student achievement. Explored also in the review were the decision-making tasks performed by the school board and what drives the school board to make appropriate decisions that benefit the students.

After a review of the literature, the researcher revealed that there are areas that the school board and superintendent need to develop more fully to create and foster strong governance. The authors of the Iowa Association of School Boards (2000b) researched the impact that a school board can have on achievement in a ground-breaking study called the Lighthouse Inquiry, and they did find that high-achieving districts are significantly different in their knowledge and beliefs than school boards in low-achieving districts. The researcher also identified, after a thorough a review of the literature, the importance of developing a practice that engages the school board in acts of data-driven decision making and strategic planning toward the goals of increased student

achievement. Little data was found that supports increased student achievement by school boards that practice appropriate governance versus those that tend to micromanage, show evidence of conflict, and/or limit commitment to improve their governance.

Steps must be taken to provide future school board members with the skills needed to manage the schools of tomorrow effectively. There is a created sense of urgency with the No Child Left Behind Act for school boards to impact student achievement through the creation of a performance culture. Depicted in the Iowa Association of School Boards (2000b) are set standards for their school boards to reflect on their ability to focus on students, promote a shared vision, develop high expectations, engage in shared decision making, promote new ideas, initiatives and assessment, provide resources for innovation, be flexible with resources, and enlist community support and interagency cooperation. Therefore, an examination of the literature has allowed the researcher to illustrate the impact school boards have on student achievement by looking at their time-on-task with these above responsibilities, their ability to engage in data-driven decision-making and strategic planning to create a culture for improved teaching and learning.

NCLB Act with Regards to School Board

The proponents of the No Child Left Behind (NCLB) Act of 2001 heightened the responsibility of school board members and superintendents to positively impact the performance of all students, even though this effort seems to concentrate particularly on those who are most disadvantaged. According to Bush's (2006) administration, in a manner similar to that in current law, states have to adopt standards, conduct annual

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assessments of all children in Grades 3-8 in math and reading, reporting, and consequences for academic achievement in schools. Federal funds are available to help pay for such assessments and state accountability systems. A system of sanctions and rewards hold schools accountable for meeting performance objectives. School-by-school report cards are published for parents, as well as on the Internet for all public schools. These report cards include math and reading results disaggregated by ethnicity, gender, poverty, students with disabilities as compared to non-disabled students, and English proficiency. These report cards are integrated with existing state and local report cards where possible.

Land (2002) also found that school boards may be judged effective by measures other than student achievement, i.e., budgets, policy, and responding to local concern. Student achievement is the measure of NCLB and the results of this study. As proclaimed in the NCLB Act, this must be their prime function. The authors of the Education Policy and Leadership Center (2004) agreed that the NCLB law and policies pertaining to assessment and accountability, measure the success of schools relative to student achievement but, because the law calls for just one assessment in a few academic subject areas, it does not capture a very good picture of student achievement.

School Board Association Standards

The school board's roles in student performance are to establish a vision of what students should achieve; ensure that a structure is in place to support improvement; hold the staff, school board members, students, and community accountable for continuous improvements in achievement; and advocate for students in the community (National School s Foundation, 2001). Promoted in the Iowa School Boards Association and School

Administrators of Iowa (2006) is a structure that supports this continuous improvement for students by creating strategies to hold themselves accountable to make sure this is accomplished. The intent behind this research is to offer a service to school boards so that they recognize that the collaborative culture they operate within can have an effect on the culture of the entire district which in turn can positively impact student achievement. They must understand that they serve on the school board as education's key advocate on behalf of students and their schools. They are accountable to the community and, according to the Minnesota School Board Association (2005b), they must regularly assess conditions affecting education and student achievement. They should perform in a manner that reflects service to the community on behalf of students by conducting district business in a fair, respectful and responsible manner. They must also be accountable to the structure they operate under where they have:

> written policies that are clear, concise, current and in compliance with all laws,
> where the school board uses the superintendent as its CEO and delegates through
> written policy full authority for the superintendent to manage district affairs,
> where the school board provides safe, adequate facilities, and they encourage and
> support working cooperatively with families, businesses, community
> organizations, and other agencies. Because the school board is accountable to the
> community, it must regularly assess student achievement, staff and all conditions
> affecting education. The school board's conduct and code of ethics should reflect
> a need to create an atmosphere of openness and respect by seeking input from
> students, staff and community members on specific issues when appropriate. The
> school board, its members and the superintendent work together in a climate of

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trust and mutual respect, and this should include developing skill in teamwork, problem-solving and decision making. (Minnesota School Board Association, 2005b, pp. 4-6)

Governance Tasks Performed by School Boards

Volumes have been written pertaining to what particular tasks school board members should perform. "Since educational governance is not specifically delegated to the federal government, it then falls under state control" (Alexander & Alexander, 2004, p. 55). By virtue of the Tenth Amendment, federal control over education is secondary to the power exercised by the states. Alexander and Alexander (2004) stated:

Federal controls emanate from three sources: (a) acquiescence by states in accepting federal grants that are provided under the authority given the Congress by the General Welfare Clause; (b) standards or regulations that the Congress has authorized within the Commerce Clause; and (c) courts may constrain actions when they come in conflict with federal constitutional provisions protecting individual rights and freedoms. (p. 58)

These three sources significantly impact the local school district, but the vast majority of governance is exercised at the state and local level. This list is not comprehensive, but it does illustrate the authority vested in school boards. Traditionally, school boards have focused their responsibility on policy setting and overseeing the administration of the school.

The broad educational governance task areas are decision making and strategic planning that lead to advocating for the students of the district. Many other responsibilities continue to be major roles for the school board, but changes in society

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demand leadership from school boards in the areas of visioning, establishing a mission, setting goals, holding the administration accountable to those goals, and making decisions based on data. The school board needs to create a shared vision of what the community educational system should achieve. The vision, according to Else (1993), must focus on the students, engage the community, and demonstrate a strong commitment to this vision through the school board's decision making process.

The structure of the school system is developed through the shared vision. The school board establishes the structure and creates an environment designed to ensure that all students have an opportunity to attain their maximum potential. This allows for local control by employing a superintendent, adopting a mission and goals, developing policy, and setting budgets. The school board monitors student achievement, keeps the public informed of educational progress, ensures that all school functions are working together, provides appropriate staff and training opportunities, and fulfills all governance responsibilities as required by state and federal law (Iowa Association of School Boards, 2000a).

The school board also is the chief advocate of the district's vision. As a reminder by the Iowa Association of School Boards (2000a), the school board serves as education's key advocate on behalf of the students and communities to pursue the shared vision. The school board should seek out others who can help expand opportunities, support the students and families of the community, celebrate the learning and achievements of their students, and promote school board service.

Authors of the National School Board Association (1996) stated four key roles for all Minnesota school board members:

The school board sets the vision for education in the local community. The school board establishes the structure and environment to implement the vision. The school board establishes standards to achieve the vision, assessing performance progress toward achieving the vision, and formulating strategies to help marginal or failing students. The school board is the preeminent advocate for the public schools and their students. (p. 1)

The school board's main responsibility, as outlined above, is to create the vision, the mission and strategic plan for the school district that aligns with the standards set by the NCLB Act and the School Boards Association. They can find success in doing this as long as they hire a qualified superintendent who can carry out the mission, create a learning culture, and hold all accountable while being held accountable by the school board.

Poor Practices of School Board Governance

Hill (2003) illustrated that local school boards meet frequently, sometimes more than once each week, and produce a steady stream of policies and initiatives. They spend the bulk of their time on budgetary and personnel issues and on resolving complaints, leaving little time for oversight of instruction or even reviewing data about school performance. School boards that operate this way respond to the politics of making promises when they should not, dealing with court orders when it's the job of the administration, and then listening to the demands of interest groups in the community. They pay too much attention to particular causes, programs, and teacher factions. These actions of poor governance reflect a micromanagement of the system where little talk of professional growth and strategic planning to impact student achievement is mentioned.

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In far too many school districts, school boards are so internally conflicted, so

focused on the minutiae of operational detail, so crossed up politically, that the

top leadership of the district is seen more as a distraction than as a leader of

change. (Dawson & Quinn, 2004, p. 1)

Anderson (2003) referred to these unhealthy governing school boards as being too

wrapped up in conflict that they even end up in conflict amongst themselves and with the

superintendent. Their decision making is about routine administrative tasks that need to

be trusted to the staff of the school district. Often this results in a portrait of the school

board as negative and, therefore, serve as unnecessary in the eyes of their constituents

and employees. School boards who exhibit these poor practices become another level of

administration, often micromanaging districts.

McAdams (2002) stated that school boards who pretend to be another level of

administration do not engage in the risk-taking leadership for education reform that is

necessary for making the changes required of today's learners. Instead, there needs to be

a creation of a culture that admires problems, targets areas for improvement, and plans

with the end in mind. "A board's role is not to micromanage. Micromanagement creates a

process culture, not a performance culture" (McGraw, 2003, p. 43). Many school board

members, with a specific agenda in mind, aspire to be members on local school boards,

which in turn become local deterrents to educational reform. Klotz (2000) referred to

personal political aspirations or agendas that may be supported by good intentions, but

these end up being roadblocks because they do not align with the culture or strategic plan

of the district; they opt to run for a position with the intention of supporting their own

agenda or that of a special interest group.

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When a board member starts pushing an agenda different from the rest of the board and appears personally or emotionally involved in the matter, a superintendent can be put in a very difficult position, impairing the discharge of one's duties and responsibilities. (Caruso, 2004, ¶ 16)

Superintendents, with good intentions, will attempt to shape the culture where there are conflicting constraints of micromanagement because they know the importance of bringing about the reform of local school governance to make a positive impact on student achievement. Unfortunately, with a head-strong, personal agenda-driven school board, the possible conflicts that are raised may threaten the tenure of the superintendent no matter how great the intentions might be.

Danzberger (1994) noted that school boards have experienced problems in their ability to develop positive and productive relationships with their superintendents. Land (2002) characterized this problem further by referring to the roles where confusion between the school board and superintendent, interpersonal conflict between the school board chair and superintendent, poor communication by the superintendent to the school board, a lack of trust and respect between the superintendent and the school board, bickering among school board members or between school board members and the superintendent, and school board members' disregard for the agenda process takes focus away from student achievement. School boards are not spending enough time on educating themselves about issues or about education and the best practices of teaching and learning. They are not driven by the continuous improvement that comes with the strategic planning and measurement of results evident in a successful organization. Done effectively, the school board itself would evaluate their own performance with strategic

planning, decision making, and time/attention to student achievement while creating a culture of doing the same through the entire system; this evaluation would also measure the working relations of the school board and between the school board and superintendent. Unfortunately, as Danzberger (1994) iterated, school boards pay little or no attention to their performance and their needs for ongoing training.

The challenge for the school board is to spend less time creating unnecessary policy and programs that do not impact student achievement. Too often they find themselves engulfed in rules and regulations that are not necessary for improvement. Instead, they should recognize the need to eliminate rules and mechanisms in place that do not create a difference. School boards need to lead by being change agents of a school district; they must participate in practices that encourage all others in the organization to focus on student achievement, and gather the data that supports best practices.

Best Practices of School Board Governance

According to the literature, high student achievement is evident in schools where successful school board governance is practiced. Found in these districts is a school board created culture that cares about children and the school board has a good working relationship with the superintendent where trust is evident.

Lashway (2002) referred to a study commissioned by the Iowa Association of School Boards where they found that certain school board attitudes and behaviors were correlated with student achievement. School board members in high-achieving districts believed that all students had the capacity to achieve, whereas their counterparts in low-achieving districts tended to accept student limitations as unchangeable. School boards in these districts are knowledgeable about key reform elements and believe they can

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incorporate success with shared leadership, continuous improvement, staff development, and data-based decision making.

According to the school board governing tasks identified by Carver (2001) "the superintendent is the CEO and the board's only employee. Rather than telling him what to do, the board puts in writing what the superintendent is not allowed to do" (¶ 8). Carver believes in governing by policy, and it is the criteria defined in policy that will determine how the school board will evaluate the superintendent. The school board should determine what the district goals are and then depict through an evaluation process what the superintendent should or should not be doing. Too often the superintendent evaluation is the result of his own list of objectives for the year. This allows superintendents to do their jobs by clearly defining their role and the role of the school board, and a professional working relationship can be established that is empowering and safe. Plus, if done in this matter, the school board will be more focused on the goals and their relationship with the community. This keeps the school board focused on policy decisions because the policy is to center around what is best for student achievement. Carver's policy governance is applicable to all governing school boards, but the model requires discipline of school boards to be strategic and visionary leaders. Having these principles in place allow a school board to operate professionally without the managerial and micromanagement duties that are often the case.

Lambert (2003) defined successful school board governance as a culture where district administrators and school board members model, develop, and support broad-based, skillful participation in the work of leadership. These leaders reflect actions that complement and build on one another in order for the organization to support student

achievement at its core. For other districts to model this level of leadership, they will be required to reform by changing the way they think and then lead and govern for effective change to occur. Leadership, and the skill and energy to empower others to lead, is a culture-changing challenge that is possible; when successful, the school board will witness leadership by those closest to work needed for student achievement to be impacted. Delagardelle and Maxson, (2004) saw this challenge of improving achievement being accomplished but only with a more dynamic leadership role by local school boards.

The impact a school board can make on student achievement is going to depend on the quality and structure of their governance. A positive impact is going to reflect a

... focus by the board on student achievement and policy, a trusting and collaborative relationship between the board and the superintendent, creation by the board of conditions and structures that allow the superintendent to function as the CEO, evaluation of the superintendent according to mutually agreed upon procedures, effective communication between the board chair and superintendent, effective board communication with the community, board adoption of a budget that provides needed resources, governance retreats for evaluation and goal setting purposes, and long-term service of board members and superintendents. (Land, 2002, pp. 19-20)

Goodman and Zimmerman (2000) agreed and stressed the importance of being educated in team building and development so that the school board and superintendent can achieve a high quality, collaborative governing structure that effectively impacts student achievement. School boards have found that certain attitudes and behaviors are related to student achievement; believing in the capacity to achieve can positively impact

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student achievement. A school board has to believe it can happen and then work collaboratively to make it happen. "Once an organization has created an environment of collaboration, it can move on to a culture of performance" (McGraw, 2003, p. 42).

To educate a child really is a community-wide effort that recognizes that it is the school, not the classroom or the district, that is the real delivery system for instruction. The school is what ensures, or fails to ensure, that students' learning accumulates over time and that students who are not learning in a particular situation get special attention. Dawson and Quinn (2004) mentioned the growing number of school districts that are creating new roles and a new relationship for school boards and their superintendents, roles that for once are clear in terms of the school board's governance responsibility for students' academic success and accountability. School boards must be alert to the fact that there is always room for relationship building and for current practices to be improved. The school board should be a problem-solving organization that looks internally at what the data is telling them to make informed decisions, always looking for a better way. The literature review allowed the researcher to reflect on the importance of following the principle of "making decision making as near to the child as possible. This principle means that decisions about hiring, staff preparation, technology, and use of time and money are located at the school level" (Hill, 2003, p. 14).

Moving into a culture of performance requires the creation of an environment that works together to attain maximum growth through a sound organizational framework. The best practice of collaboration requires strong relationship building; it is essential that school boards engage in a healthy, professional relationship with the superintendent and its partnerships with the community members and local agencies. Lashway (2002)

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elaborated on this need because it leads to a mobilization of community support where adequate resources can be attained. Once successful with relationships with the constituents, the school board is in a much better position to attract and hire qualified superintendents who are educational leaders and change agents. A culture where conditions and structures are aligned for success, the superintendent is able to function as a CEO and instructional leader. Brenner, Sullivan, and Dalton (2002) illustrated that the importance of a strong educational leadership team of school board members and the superintendent is essential to form a vision that brings a community together. This brings about support for the development of a long-range plan and goals for raising student achievement. McGraw (2003) stressed the importance of creating a culture of collaboration so that the school board is creating partnerships to establish strategic direction while allowing the experts in the education field to do their jobs.

Business CEO's of differing types appear to have a professional relationship with their boards because of the healthy tension that works to reach goals. These school boards are able to separate themselves from the duties that are meant to be given to the CEO. It is possible to be taught that

> . . . proper respect for one another's different roles promotes robust collaborations and keeps the tension healthy. And proper respect for those different roles allows boards to become true partners with senior management, supplying the oversight, approving the major changes, and supplying the check and balances. (McGraw, 2003, p. 42)

In a culture of collaboration, all school boards can become partners in setting goals and strategic direction, but then, they must allow the experts to do their jobs.

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There is a need for school board members to assess themselves as one collaborative authority. Caruso (2004) recognized that each member is just one person on the board of education; members have no individual authority; school boards must act as one as they focus on school performance. They should do everything they can to create and maintain a culture of trust, starting with a process of evaluating their own performance and seeking ways to improve their practices. Caruso (2004) highlighted the importance of accountability with school board actions and the expectations of all district employees. Parents, community members, business officials, and legislators expect the highest level of accomplishment possible, but not just from students; there is public demand for our school leaders to meet the needs of all learners. Hill (2003) believed that the public should make everything—including the existence of individual schools and the continuation of the school board itself—contingent on performance.

> The increasing public demand for accountability for student learning places increased emphasis on the responsibility of the board, as a governing body, to create the vision and direction for student learning, to set policy, to provide resources, and then to monitor the results of student achievement initiatives. (Henderson, Henry, Saks, & Wright, 2001, p. 12)

Many school board members do not have the formal training to evaluate programs much less the ability to evaluate the performance of their own school's programs and outcomes. School board members need to engage in training where they meet outside their regular meetings for retreats; they need to learn about evaluation, what to evaluate, how to make data-driven decisions, and then strategically set goals that will impact

student achievement. According to the Education Policy and Leadership Center (2004), effective communication is defined by the authors as:

> Exploring all options and opportunities to maintain open and honest communications among all school board members and the superintendent; establish and honor procedures for public and staff input into policymaking; establish procedures for regular reporting to parents and the public about student achievement and district priority goals; reach out to the community to seek input on community needs and to seek support for district efforts. (p. 22)

Goodman, Fulbright, and Zimmerman (1997) illustrated that quality governance includes effective communications with the leadership structure of the school board and that there are strategies in place that allow for effective communications to the community. Listening to community stakeholders is important "because the board is responsible for developing and implementing policy; the input of parents—and of citizens in general—is necessary for them to know what policy parameters the public will and will not support" (Solokoff, 2001, ¶ 20). Communication strategies that connect to different groups bring about a sense of belonging and trust.

Communicating classroom best practices can be enhanced by bringing teachers together to voice their issues directly to the school board. Presentations by the teachers allow school board members to hear about programs occurring in the classroom according to the National School Board Association (1996). Other than these formal school board presentations, there should be regular staff briefing updates throughout the year for the school board members. These updates will take time and effort for teaching staff, but school boards need this to be educated about classroom practices so that trusting

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relationships exist between the school board and teachers when there is a need for reform and change.

McGraw (2003) maintained that everything begins with trust; business can not be conducted without creating relationships where trust is the foundation. This is true in families, in businesses, and in schools. Making connections and communicating effectively leads to public support, but the school board has to do this by engaging in the act of listening. McAdams (2002) referred to the need to build processes that develop improved ways to communicate with the community about the progress of the district and its needs; they have to mobilize agencies and organizations when possible so that the public can provide their input. If done effectively, the district will realize the potential support possible during times of creating new policy, building new programs and passing operating levies and bond referendums. When communicating with the community, they must avoid making promises they can not keep. As Hill (2003) believes, school boards have to avoid the trap of creating cloudy and confusing district activities even when they are trying to be open to families and the rest of the public. Districts must be clear about their budgets, revenue, and expenditures; make them as transparent as possible. Consistently talking openly and honestly about the business of the school district will create a community-wide culture of respect where citizens feel compelled to do what they can for success.

Cadigan (2006) recognized the importance of reaching out to parents of infants and toddlers. School boards also should empower families by giving them a voice and opportunities to engage in continuous improvement through strategic planning. In fact, school boards should engage families early. A school district should examine how they or

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the county provides early care and education through programs such as Early Childhood Family Education (ECFE). It is important to partner with childcare homes and centers in getting information to families to educate them about school and learning readiness; a good education is more than just a K-12 education. Cadigan (2006) understands that the school board must engage in opportunities to learn about these little ones and the families from which they come before they enter the system.

School boards need time for educating themselves about all educational issues and education policy making. Lashway (2002) illustrated that high-achieving districts are knowledgeable about key reforms such as shared leadership. To engage in professional development for continuous improvement is important for staff, but Lashway further illustrated the importance of the school board engaging in professional development of their own and knowing what staff is doing as they learn more and utilize the staff development resources that are available. After all, all involved should know how to engage in continuous improvement by making data driven decisions.

Data is important to successful decision making, but too often school board members, administrators, and teachers do not have the time, energy, or knowledge of how to analyze and work with the data. School boards in larger districts should provide curriculum specialists that analyze the data using query software and then train teachers to utilize it. It is this kind of support for the district leaders that school boards can celebrate because the data does shape and support the goals of the district. Successful school boards, as Armstrong and Anthes (2001) illustrated, have joined forces with their association, other administrative associations, and nearby school districts to obtain and learn about the necessary software needed for data analysis that leads to promising

practices. This school board-driven practice of analyzing data will create a clear set of school performance expectations, and then eliminate any obstacles that do not support these expectations. All authors in review of the literature agreed that school boards must communicate their school systems' progress to the public much like the board of directors of a large company communicates with its investors.

According to McGraw (2003), "In business as well as schools, for organizations to succeed and endure, three cultures must coexist at the school board level and throughout the organization: a culture of trust, culture of collaboration, and a culture of performance" (p. 41). McAdams (2002) stressed the importance that to create a functional, effective school district, school boards must understand and practice good governance and reform leadership. This can be done by changing the way we think, changing the way we lead, changing the way we govern, and focusing our governance on effective theories of action for change. Often educators will say that if we only operated like a business, we could be more successful. School boards may have an advantage over many businesses, because the desired output is clear: a well-educated student who is prepared for life after education and can contribute to a democratic society. By creating well-defined policy that will create structures for decision making, school boards can act as change agents that effect how all will operate in the system to impact student achievement.

Spending time creating policy that is directly related to student achievement is a practice that should be exercised for student achievement oversight. Overseeing the development of policy that impacts student achievement is seeing as effective vs. the time spent overseeing and questioning the actions of the administration and teachers. Land

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(2002) wrote that experts on school board governance have identified that the focus on policy that impacts student achievement is more important than attention to tasks of school administration. Ziebarth (2002) created an argument that supports the creation of policies that provide incentives for progress and consequences for failure for all decision makers in the district, as well as for students.

Emphasized by the National School Boards Association (1996) is the importance of creating policy that guides the school board with a code of conduct. The code is a reminder of the commitment members of the school board make to follow guiding principles and a code of ethics. School board members must build positive relationships, steer away from micromanagement, engage in public relations, and be prepared, organized, and concise. They must listen with courtesy, set clear goals for the superintendent, and then support the superintendent. A continued emphasis by the National School Boards Association (1996) is that a culture that conducts itself under this kind of code can shape the leadership that will impact student achievement; they will be able to align themselves with a mission that establishes goals towards student achievement.

The best practices of school board governance do impact student achievement, but not without its challenges.

The adequacy and effective and equitable distribution of the resources of the educational system to enable every child to achieve is increasingly a challenge for boards in an environment where the expectations for student achievement are higher than ever, the needs of students are more diverse than ever, and the

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competition for scarce public funds is increasingly intense. (The Education Policy

and Leadership Center, 2004, p. 6)

Today, with the legislation of NCLB, school boards risk being judged ineffective if they

do not devote time and attention to creating policies and support the implementation of

programs designed to impact, by way of improving, student achievement. They must

oversee and evaluate the implementation and performance of programs and policies or

risk being overtaken by the regulations of NCLB. "The school board's role as policy

maker is to identify school board policies that are critical to improving student learning"

(Land, 2002, p. 18).

It is a challenge, but successful school boards are willing to take risks in order to

create the changes that positively impact the everyday performance of administrators and

teachers to meet the needs of children. They should make everything—including their

own existence—contingent on performance.

The focus on student achievement, the commitment to every student, the attention

to disaggregated data, and understanding of accountability measures and

consequences, and the readiness to appropriately re-allocate resources require

boards and communities to make and support difficult decisions. (The Education

Policy and Leadership Center, 2004, p. 6)

Hill (2003) stated that it is their role to ensure their schools are capable of meeting

the needs of children; staff must coordinate the learning experiences so that children are

accommodated. If there is going to be a smooth increase in knowledge and skills over

time, the school board must give of their time and attention to the best practices of

education. They must also recognize the importance of professional development that

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will have the greatest impact. They need to implement practices that will stress to teachers the importance of collaboration. They need to create a culture of collaboration where professionals are engaged in learning communities for the coordination of instruction that allows faculty to know children as individuals, and take account of the family and emotional events that can affect learning. If they are going to engage in this type of performance, they will need to look to their own practices by collecting the data that supports their governance.

Resnick (1999) broke down the practices of effective school boards into 10 fundamentals. These include setting the vision, focusing on student achievement, providing a structure for success, advocating for education, involving the community and accounting for results, empowering the staff, setting policy, collaborating with other agencies, and committing to continuous improvement. Just as all other areas of school personnel are assessed and evaluated, school board members also need to engage in self-evaluation as well as training for improving school board performance. School board members should be evaluated as a whole school board, not as individuals. The school board should set goals and develop standards against which they will evaluate themselves. Strategies are recommended by the National School Board Association (1996) for improving the school board's performance, but not without the evaluation of their present performance. Each evaluation should drive the improvement process for their leadership. This evaluation process should include strategies for improving the school board's performance. After all, the school board should be held accountable, hold the superintendent and administration accountable, and expect them to hold teachers and all school staff accountable for their impact on student achievement. The school board

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should hold themselves accountable, but they should also do it for those that voted for them.

A school board needs to recognize that implementing an effective governance structure is a move in the direction of assuring its constituents that they are working to enhance the education of the children for the betterment of community and to create opportunities for the future of the students. They must believe that their children can and will succeed; that no matter what obstacles come their way, the education that is offered will lead to maximum potential. Once again, it is about creating a sound educational culture where the framework of the district is established in such a way by the school board that the leadership of the district will serve the entire community. The sense of community pride begins to exist with every celebration, and the behavior of the school board reflects a sense of confidence and commitment to every success.

Our citizens will be more confident with our schools when their school board members celebrate all that is right with public schools. This is a cultural shift to the power of believing in one's district; when confidence flows from the leaders of the district, all feel confident. Therefore, school boards must do more than operate under a framework of governance. They must understand that effective governance includes acting to empower others, creating structures that allow for professionals to grow and work to accommodate the needs of all learners, evaluate themselves so that they continue to grow professionally, and then celebrate often because of the successes they will recognize from leading in an effective way. Once they have positively impacted student achievement, they should think of all possible ways to communicate the success to the community. Goodman et al. (1997) found that districts that practice quality governance

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do have greater student achievement as measured by dropout rates, the number of students who are college bound, and their aptitude test scores. Even though this is not necessarily a total snapshot of student achievement, these schools have found a way to communicate this success to their communities. School boards need to communicate the effectiveness of their district; they need to celebrate more than just standardized test scores. The general public does not understand this type of evaluation, but given a better frame from which to make generalizations, communities will recognize success and believe even stronger what their schools do to impact achievement. Goodman and Zimmerman (2000) agreed that academic success goes beyond test scores and meeting state standards. Constituents of the school board want the complete data about the preparation and skills attained for future employment, activities that reflect student participation in a democratic society, their appreciation of the arts, their behaviors that reflect character and values, the understanding they have for wellness (the practice of sound physical development and good health), and valuing the growing diversity of our society.

School Board Responsibilities for Strategic Planning

Growing professionally to impact student achievement means aligning one's self with the mission and core values of the school district. Having a vision for all to surround and come together on brings about hope that the school is headed in the right direction. Then, with all of this in place, the school board can continue to establish measurable goals that drive all stakeholders while holding them accountable to the outcomes. Strategic planning to impact student teaching must be mastered by school boards in such

a way that it calls on all stakeholders to feel ownership in the process of educating the children. After all,

> ... we know what makes a good school: vision, focus, leadership, high academic standards for all students, care and love for each child, involved parents and communities, an adult learning community, and assessment and accountability for results. (McAdams, 2002, p. 2)

Strategic planning by these leaders should align all resources of the district with the vision, mission, and core values. The strategic plan must reflect the vision, the mission, core values, and beliefs.

The importance of adopting a comprehensive strategic plan must include the vision, mission, core values, and targeted areas for improvement/growth, goals, objectives/purposes, strategies, resources, timelines, and ways to measure the results is stressed by the Education Policy and Leadership Center (2004). The entire plan needs to hold the superintendent and staff accountable through supervision and monitoring of the collected data so that further decisions made are a reflection of what is needed for successful student learning. The decision screen of any successful organization should be the mission, the goals, and the core values of that organization. It is important for the school board to develop a shared vision to impact student achievement with the all stakeholders. Caruso (2004) even stressed the importance of bringing all operational issues and discussions back to student learning and outcomes. When the discussions settle on facilities, finance, and operations, the school board should agree how each aligns with the vision, mission, and goals of the district and each building.

Klotz (2000) saw that even in the business world one of the principal roles is to safeguard the interests of the stakeholders and oversee the strategic development and outcomes of its goals. The successful foundation of the strategic plan in a school district is effective when the school board is responsible to its stakeholders while the superintendent is responsible to the school board to carry out its plan. The importance that the vision, goals, and priorities continue to reflect what the community wants is stressed by the National School Board Foundation (2001). They should regularly check with local school committees, parent-teacher clubs, and site councils. They should conduct focus groups, inquiry meetings, and dialogue sessions with the larger community. A good school is demonstrated by its vision, focus, leadership, and high academic standards for all students; it is demonstrated by the compassion it has for each child and, to do this effectively, it must involve the parents and the community. Even creation by these stakeholders is not enough; the plans must consist of ways to add accountability to each goal so that the mission is accomplished.

As mentioned earlier, "The board is to demonstrate its commitment to the vision, mission and goals by clearly communicating them to the superintendent, staff and community" (Minnesota School Boards Association, 2005b, p. 5). The need for a school board to report back to their community about what has been accomplished with each action plan is stressed by the Minnesota School Boards Association (2005b); each goal should include a plan for effectively communicating the results to the public. The outcomes of a strategic plan must be communicated to continue the trust that has been established and to create opportunities for input for further growth so that the community recognizes they can impact student achievement.

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"A shared vision is the touchstone from which other district actions flow; for the vision to be meaningful, it should be created by representatives from all school community groups" (Lambert, 2003, p. 86). It is not about what we are, but what we want to be. It is about the kind of school systems we are trying to create for the future. A vision is future-focused and seeks to shape events rather than just letting things happen. All districts are encouraged to develop and ac ept a written statement for the schools (Minnesota School Boards Association, 2005b). The vision will guide a district to create a clear mission and target areas of continuous improvement. It is an opportunity for the school board to exercise their leadership on behalf of children because it leads to a focus on targets that result in well defined goals. Goals that impact student achievement and create a learning culture will be the result of this strategic planning. The culture of the school district will depend much on the core values of that district, but it is the vision that motivates and brings about a sense of belonging for all stakeholders. The school board shapes the entire strategic plan, provides the resources, holds the superintendent accountable to the strategies, and clearly communicates to the community how the district will align itself with the vision. School boards, according to Goodman et al. (1997), are advised to focus on academic achievement by establishing a vision for academic excellence, advocating for this, and providing the resources and structure necessary to achieve the vision while holding themselves, the adopted programs, and every one else in the system accountable for success.

Eadie (2005) elaborated on a timeframe for creating a vision whereby it is futile to look ahead anymore than a year or two because of this rapidly changing world. By doing so would create shelves full of meaningless, of little-use, three-ring binders that no one

would pay much attention to or work with past two years. Visioning of this nature tends to impede innovation by filling our time with too much operational detail. Instead, staff needs to be motivated more often by their input into the planning for the future. The staff should not be limited to teachers; the school board and superintendent need to make sure office staff (including central office), principals, maintenance, food service, and teachers' assistants are called upon for their input in creating a new vision. It is important for the school board to realize that new staff members are hired every year, and there is no better way to bring ownership to the district than allowing them to collaborate for a successful strategic plan; this is another good reason to engage in this activity more often than every 3 to 5 years.

Adopting a vision for the district should be done in partnership with individuals from outside the school system as well. Ziebarth (2002) reflected on the importance of involving business people, higher education officials, social service providers, and community members. The vision should include district-wide student learning goals with plans for meeting the goals. Therefore, another group that should never be overlooked is that of the students. They will be honest and remarkably eloquent with their input as to how they learn best, what engages them in the learning process, and how they see the importance of creating relationships with their teachers and other significant adults.

The school board, after developing a well-defined vision, should work to create a mission that defines what needs to be done to accomplish its task. A vision with short- and long-range goals, the strategies and resources need to be identified to hold the school board, the superintendent and all school personnel accountable for results. The importance of accountability to the plan is dictated by the Minnesota School Boards

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Association (2005b); there must be measures in place to indicate success and areas that need growth and improvement. The school board should have a process to review its plans and then update and communicate the progress towards the vision to the community.

The mission of an organization defines what it does; it is likened to that of a short job description. In fact, the authors of a well written mission summarize what the school district was created to do. In effective organizations, the mission statement captures and reflects the beliefs that guide the organization and its members in pursuit of stated goals. This highly publicized statement should reflect what all stakeholders do to impact student achievement. For that reason, this well thought out job description should be the result of an entire community coming together to identify what it is they want their schools to do to positively impact the lives of children. The researchers of the Education Policy and Leadership Center (2004) believe that improving student achievement through community engagement is the key work of school boards; they need to recognize the importance of engaging all residents in the writing and adoption of the district's mission. This focus may be the responsibility of the school board, but as Caruso (2005) stated, it is just as important to let the professionals of the schools perform in the classroom to get their school to reach its destination in the best possible way. The school board creates the mission with the purpose of providing an avenue for success; every decision they make with programming, budgeting, and policy creation should align with the mission of the district. The mission is vitally important to the organization.

The school board's mission is to impact teaching and learning so that student achievement is the result. Cadigan (2006) emphasized the school board's responsibility

for children starting at birth, not just school entry; a school board's mission must evolve into more than just the traditional experience. The mission must impact the thinking of staff, parents, community members, and even have an influence on school readiness programs. Plus, if the mission creates enough pride in the community, it will impact students even after graduation. The mission must be on the minds of everyone.

The authors of the National School Boards Foundation (2001) show us how to put our mission for student achievement into action. A school district should focus on everything from student achievement to quality teaching to community engagement when constructing their goals. Goals will help drive what data a school collects. The goal of NCLB was created with the idea that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Unfortunately, the only instrument of measurement for them is to witness students reach, at a minimum, proficiency on state academic assessments. Even so, effective governing school boards recognize that the purpose of their school district is to achieve more than just being proficient with one standardized test. Therefore, they engage in action planning where goals are written to reflect a purpose (objectives), strategies, and well-defined outcomes that indicate success.

It should be recognized that student achievement is more than the results of one test according to the Minnesota School Board Association (2005b). They know that the community holds them accountable to well-defined outcomes. Therefore, with extensive community participation, they formulate goals, define outcomes, and sets the course for the district with an expectation that each school and grade level will set goals that align with district goals. Caruso (2005) agreed that the school board must adopt district goals, and from those goals, require the staff to also set goals related to the district goals.

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Measurement, evaluation, feedback, and all other methods of accountability can create anxiety in the minds of teachers, but we live in a technological age where data is at the fingertips of everyone. Rather than allowing this to put stress on districts, evaluation techniques should be seen as opportunities to get better. Problems should be seen as something to admire because goal setting (action planning) will set districts and schools in a direction that has desirable outcomes. States, school districts, and schools must be accountable for ensuring that all students, including disadvantaged students, meet high academic standards. States must develop a system of sanctions and rewards to hold districts and schools accountable for improving academic achievement (Bush, 2006). Once goals are obtained, school boards should be the leaders in communicating success to the public then lead the celebration with the professionals.

When a school board sets a goal, everything is focused on strategies to achieve it. Professional growth or improvement means setting and defining goals for positive change, and that is the mark of a performing culture. The school board should understand the importance of starting with stakeholders who have ideas about how students learn, what they should learn, what resources are available, and then understand what school-provided experiences will promote these goals. In fact, Klotz (2000) stated that a successful school board limits their responsibilities to naming the superintendent and identification of both short- and long-term goals. He also saw the need to generate the revenue necessary for a budget that can support the educational goals of the district. He recognized that school boards must be engaged in the adoption of curriculums (knowing these are best developed by members of the professional staff following extensive curriculum analysis and mapping), purchase and/or sale of land or buildings, and where

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collective bargaining exists, the approval of contractual agreements reached via that process. Regardless of the time it takes to accomplish each of these tasks, it is imperative that the school board recognize that student achievement is most important, and the goals of the district should reflect this.

Walters and Marzano (2007) illustrated the importance of including school board members and other key district stakeholders in a goal-setting process that produces broad district goals for achievement and instruction. School board members should review school-level progress on these goals and consider revisions for annual performance targets based on evidence of progress. The school board should adopt district-wide instructional goals and allow the instructional staff to decide the approach to best meet the needs of learners. Even so, the principals should follow through with methods of supervision that result in a framework for teachers to plan, instruct, manage the classroom, and engage in professionalism that will guide staff to improved methods of teaching. This district-wide systemic approach to strategic planning must involve specific feedback to school personnel so that they can engage in professional development to make improvements. The superintendent must educate the school board about the importance of supporting a "...district-wide approach to high-quality professional development that is research-based, ongoing and job embedded" (Walters & Marzano, 2007, p. 2). In a sense, the school board does not impact student achievement, but they can impact the culture by supporting a superintendent that creates a school district culture of systemic management.

In the Walters and Marzano (2007) study, it was found that district leadership responsibilities do correlate with student achievement. It was found that the general effect of the superintendent produces gains in student achievement. They found

> ... five district-level leadership responsibilities with a statistically significant correlation with average student academic achievement. They are as follows: the goal-setting process; non-negotiable goals for achievement and instruction; board alignment with and support of district goals; monitor progress on goals for achievement and instruction; and use of resources to support the goals for achievement and instruction. (¶ 40)

Conzemius and O'Neill (2001) agreed that goal setting should be highly valued by the school board and that the public should hold the school board to the expectation of creating goals that will impact the system in positive ways for students. With as much emphasis on the establishment of goals and outcomes, the school board must create methods to communicate and monitor the results of these action plans. After all, the school board's role was to set these goals with stakeholders in the community. Therefore, the school board should be fluent on how to identify and evaluate progress. This involves training on how to use data collected, review it, re-evaluate what has happened, and then revise the goals.

School boards are subject to performance pressure, needing to justify their own work toward improved school performance.

> Districts typically start their improvement efforts by asking important, overarching questions: As a district, how are we doing: How well are we serving all students? What are our relative strengths and weaknesses? Why are things the

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way they are? What are the implications of our data for improving teaching and learning? (Armstrong & Anthes, 2001, ¶ 6)

Being accountable to NCLB, our legislature, the department of education, and our school board is mandated to collect evidence of learning. Employees of the Minnesota School Boards Association (2005b) mentor local school boards on how to be accountable to the community; they point out the importance of regularly assessing student achievement, staff, and all conditions that effect education. School districts are public entities that must be open to the public for scrutiny, but even so, successful school boards know, from the practices of continuous improvement, that data is going to shape decisions as to how to grow professionally and serve children. It is accountability that provides schools the capacity to organize themselves into professional learning communities where teachers are planning, creating solid environments for learning, engaging students in the instruction, and creating the means for further professional improvement. With data, teachers and principals can engage in discussions about what they can do to assure all students are successful; no one falls through the cracks.

McGraw (2003) stated the importance of the school board to acquire a superintendent that creates, maintains, and does everything possible to build a culture of trust. It is this trust factor that opens the doors for healthy discussions to take place about what can be done to get better in each and every classroom. This starts with a school board that holds the superintendent accountable to gathering data that reflects the impact the school district is having on achievement. It should also be the expectation of the school board that the superintendent holds everyone else in the district fully accountable to collecting data and analyzing it for improved instruction that leads to expanded

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learning opportunities. Delagardelle and Maxson (2004) reflected the need for school boards to be held accountable for results and committed to continuous improvement, and it is well documented with much of the literature that it is the role of the superintendent to build a system to gather the results.

There must be a supportive district-wide culture of using data for continuous improvement and, as Armstrong and Anthes (2001) stated, it then needs to be made available to teachers, students, parents, and community members to review and use to make improvements. If not successful with the improvement expected from NCLB, there will be steps toward performance contingencies by requiring other options be offered. During these times of being accountable to everyone, the culture must reflect a dependence on everyone's job to be performance-based, not resume and tenure. Therefore, teachers must have the collegial attitude of collaboration for growth that embraces data knowing that data will be a tool for improvement.

"School boards may have a distinct advantage over many corporations, because the desired output is clear: a well-educated student who is prepared for the workforce and can contribute meaningfully to society" (McGraw, 2003, p. 43). Thus, they must hire, evaluate and, if necessary, dismiss the superintendent. Ziebarth (2002) saw this as a part of the process; a school board enters into a contract with a superintendent that includes explicit goals and performance standards for the superintendent along with the criteria to be used in evaluating the superintendent's performance. School boards should lead the accountability movement by example. They must demonstrate this by measuring their progress against a set of carefully conceived standards. The school board has to ask itself,

Do we have data on student achievement related to our goals, do we examine our data by gender, race, and socio-economics to measure success of all students, is the data on student achievement used to plan staff development, and is our assessment data provided for teachers and principals in a format that con be used to make informed instructional decisions? (National School Boards Foundation, 2001, p. 41)

School board members interviewed by the National School Boards Foundation (2001) said that data are helping them get results they never have been able to achieve before. They are working with their superintendent and district staff to replace outdated programs with proven, researched-based approaches. The data is helping school boards depersonalize their decisions and focus on student achievement; set student achievement goals with the community; and hold the superintendent, staff, students, and school board accountable for results.

Anderson (2003) referred to the move by school boards to engage in policy governance that emphasizes policy development toward strategic planning and accountability to student learning in relation to district plans, priorities and decision making. School boards functioning in this mode hold the superintendent responsible for administration of the system, for implementation of plans, and for reporting on progress. They debate issues, but once decisions are made, they speak with a common voice in support of those decisions. Stability in school board membership and constructive long-term relations with the district administration are also characteristic of these school boards. Ziebarth (2002) agreed the school board must listen, encourage, and inquire and to develop policy language that clearly articulates how data will be used in the system. It

is their responsibility for discussing, deliberating, and acting on progress toward student learning goals and performance standards and measures.

School Board Decision Making

School board decisions need to be a reflection of a shared commitment to district priorities for student learning (Delagardelle & Maxson, 2004). All decisions made by leaders of the district should reflect a focus on what is best for student achievement. To do this, school board members should always consider what is best for the entire district first followed by what is best for each building. These considerations must occur before thinking about teams and departments, and certainly before making decisions that will benefit individuals. If this is clearly communicated by the school board as an expectation to all stakeholders of the district, there will be a clearer understanding of how decisions are made.

The process of decision making may include steps as outlined by the National School Boards Association (1996). This begins with the need to identify the problem so that they may concentrate on whether or not a problem really exists. For example, they may address this by measuring whether the problem relates to the vision, mission, and goals of the district. The next step is for the school board to gather as much data as possible to make informed decisions about the problem or its solutions. Perhaps there is a background to the problem that has been overlooked. This step may require committees to compile the facts and/or do the research. The third step should involve a recommendation by the superintendent; perhaps there are going to be consequences to solving the problem. Finally, the school board must make the decision, agree to move forward, communicate the conclusions and, as stated by the National School Boards

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Association (1996), they must set aside any doubts or regrets so that they can move on to admiring the next problem.

Decisions that impact student achievement should engage all stakeholders and consider how students learn. When making data-driven decisions, school board members must begin to understand what is known about kids and how they learn; decisions must reflect the best practices of teaching. School board members should look to retrieve data from many sources. They need to collect from the superintendent, the curriculum experts, principals, and teachers (Iowa Association of School Boards, 2000a). They should also pursue expertise from sources outside the district, such as information about exemplary programs and practices. School board members engaged in successful governance are clear about their decision making process in terms of study, learning, reading, listening, receiving data, questioning, discussing, and then deciding and evaluating. Then, they can prioritize needs first and then wants to successfully make use of all possible resources. These resources should be clearly stated within the districts strategic plans so that all can focus on what is available to assure that the tasks at hand can be accomplished. It is the vision and mission of the district that will shape all decisions; if decisions do not align with these, the school board's responsibility is to make sure the superintendent gets everyone back on track for success. Caruso (2004) saw the school board members' responsibilities of governing the district to make sure decisions are aligned with the vision.

The effective governing school board will make decisions based on what is best for the entire district while avoiding conflicts that may come about from their own personal agendas or outside influence. The school board needs to make its decisions near

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the child realizing the school is the real delivery system for instruction. According to Hill (2003), school board decisions need to solve the problem of helping schools to perform well without creating just another burden or distraction from the work schools must do, but they will experience burdens and distractions if they get caught up in other agendas. The school board must be willing to give up much of its traditional approval (or blessing) of professional staff decisions and its own operationally intrusive role.

> Where school board members are factionalized and embroiled in the conflict amongst themselves and with the superintendent, and where school boards have a history of involvement in decision making about routine administration of the school district (often described as "micro-management"), and where the members are strongly vested in representing particular constituencies in the district, the portrait of the role of the board in reform is negative. (Anderson, 2003, p. 17)

As Dawson and Quinn (2004) stated, the school board must require clear accountability by the superintendent through disaggregated data and a summary analysis that proves the district is making decisions that lead to student achievement. It is data that will keep the school board focused on the right path; data, being the deciding factor in decisions, keeps all honest in their professional approach to making decisions; they look out for the child first and not what is best for a few individual adults. According to Ziebarth (2002), a school board is responsible for discussing, deliberating, and acting on adopting district-wide policies that celebrate progress and examine solutions for failure. Policy will keep all decision makers in the district focused on what is best for all students.

Policy

School board members change, but policy to govern the school board can be lasting and give direction for making decisions can be the tool that keeps the governing body focused. Decisions need to be guided by policy that supports and enhances student achievement like a well-balanced curriculum resulting in improved student learning. It is important to have a written process in policy for periodic review of the vision and goals that will lead to decision making that aligns with the acceptable means of reaching goals and identifying desired outcomes (Minnesota School Boards Association, 2005b). Policy can be the key to ensuring alignment of decision making to the results needed with goals, plans, and resources. This will keep policymaking a proactive process rather than the less desirable reactive way of doing business. Unfortunately, as Land (2002) found in her research, there is little evidence that school board policy does anything to positively affect student achievement.

Summary

The importance of developing practices that engage the school board in acts of data-driven decision making and strategic planning toward the goals of increased student achievement was depicted in the literature. Data were not found that supports increased student achievement by school boards that practice appropriate governance versus those that tend to micromanage or show evidence of conflict and limited commitment to improve their governance.

Two broad educational governance school board tasks were revealed: Attention to the strategic planning and decision making that impacts student achievement. Traditionally, school boards have focused on setting policy and overseeing

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administration. A self-evaluation tool is provided for school board members to recognize the importance of striving to keep focused on policy that supports and enhances student achievement, recognizing that authority for the administration remains with the superintendent (Minnesota School Boards Association, 2005b). School boards must demonstrate accountability by measuring their progress against this set of standards. The school board associations create a framework for good governance which outlines school board standards and notes indicators of those standards so that school board members can measure their progress. This has been expanded in today's society to include developing a vision, a structure for continuous improvement, accountability, effective decision making and advocacy for the students.

Klotz (2000) argued that decisions of the school board should be limited to specifically identified areas of responsibility, namely, selection of a chief administrator, identification of both short- and long-term goals, establishment of the operational budget, and facilities. The unfortunate pieces included in school board governance are bargaining of contracts and the approval of contractual agreements reached in the process. School boards should do this, but if caught up in the day-to-day details of running the school, they will be bogged down in micromanagement and fixing broken relations with the superintendent. School boards must reflect on the time and attention they pay to directly impact student achievement and, as illustrated in this research, school board governance can make critical decisions to increase achievement by reaching out to all stakeholders for assistance in the development of a district's strategic plan.

This study was designed to examine what a school board perceives as its degree of involvement in the district's strategic plan for student achievement and how school

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board members make decisions as they pertain to student achievement. It also was designed to seek to assess the various practices of school boards in matters of educational governance.

With the decreasing pool from which school boards have to select and retain superintendents, the need to develop a quality working relationship between the school board members and the superintendent is critical. According to Danzberger (1994), school boards exhibit some serious problems when it comes to developing positive and lasting relationships with the superintendents. McGraw (2003) agreed with the emphasis to create positive and lasting relationships as an effective working team that collaborates to create policy and impact student achievement. To effectively implement education policy and engage in strategic planning to impact student achievement, the school board must rely on its leaders (the administration) to make informed decisions and recommendations for continued growth. Little can be done where school board members spend more time as another level of administration (micromanagers) then they do to educate themselves in the practices of successful schools. After all, school districts are faced with declining enrollments and declining budgets, the need to save resources while increasing student achievement becomes more and more challenging. The development of trust, understanding, expectations, shared vision, communication, effective decision making, and positive community connections is an ongoing process that is necessary for any school to recognize increased achievement in our schools today. Board members need to take the time for dialog with the superintendent, other board members, and community leaders to make connections and get support for ideas (McAdams, 2002). Therefore, school board leadership is all about creating positive relationships and

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implementing ideas that work, and the above can not possibly be done where the

relationship between the school board and the superintendent is in turmoil.

CHAPTER III

RESEARCH METHODOLOGY

Purpose of the Study

The purpose of this study was twofold: (a) to examine what a school board perceives as its degree of involvement in the district's strategic plan for continuous improvement of student achievement, and (b) to examine how school board members make decisions as they pertain to improvement of the school's achievement. The primary research questions posed were:

1. What are the performing practices of school board governance and school district's strategic plans that lead to increased student achievement?

2. What are the specific practices, i.e. decision-making skills that school boards need to focus on to impact student achievement?

With the decreasing pool from which school boards have to select and retain superintendents, the need to develop a quality working relationship between the school board members and the superintendent is critical. According to Danzberger (1994), school boards exhibit some serious problems when it comes to developing positive and lasting relationships with the superintendents. McGraw (2003) agreed with the emphasis to create positive and lasting relationships as an effective working team that collaborates to create policy and impact student achievement. To effectively implement education policy and engage in strategic planning to impact student achievement, the school board

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must rely on its leaders (the administration) to make informed decisions and recommendations for continued growth. Little can be done where school board members spend more time as another level of administration (micromanagers) then they do educating themselves in the practices of successful schools. After all, school districts are faced with declining enrollments and declining budgets, the need to save resources while increasing student achievement becomes more and more challenging. The development of trust, understanding, expectations, shared vision, communication, effective decision making, and positive community connections is an ongoing process that is necessary for any school district to recognize increased achievement in our schools today. "A board member who wants to be a board leader needs time for conversations with the superintendent, board colleagues, and civic leaders to build relationships and support for ideas" (McAdams, 2002, p. 6). Therefore, school board leadership is all about creating positive relationships and implementing ideas that work, and the above can not possibly be done where the relationship between the school board and the superintendent is in turmoil.

The results of this study should prove useful in three major ways: (a) to provide empirical data for the development of facilitation, training, and in-service programs for school boards and superintendents in the area of educational governance to build relationships and strategically plan to impact student achievement; (b) to assist school boards in the decision-making process; and (c) to help school boards develop a more comprehensive and deeper understanding of their own and each other's degree of involvement in the educational governance process.

Research Questions

The researcher's intent was to determine correlation/regression with the following questions regarding school board members and the effect they have on student achievement. These questions examined the perceived degree of involvement of members in the best practices of school board governance, i.e., decision making, strategic planning, and the impact they have on student achievement.

1. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement?

2. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement?

3. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement while controlling for the perceived positive or negative superintendent/school board relationship?

4. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement while controlling for the perceived positive or negative superintendent/school board relationship?

5. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student

achievement while controlling for perceived level of school board micromanagement?

6. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement while controlling for perceived level of school board micromanagement?

The study was designed to measure a difference between the performances of students of schools where the school board members practice good school board governance vs. those that experience a micromanaging school board. The researcher recognized the differing levels of involvement by school boards in strategic planning and decision making to increase student achievement versus those districts that typically do not include the school board.

Conceptual Framework

This study was designed to examine how student achievement in Minnesota, as measured by the American College Testing (ACT) exam, is impacted by the strategic planning and decision-making skills of the leadership of the governing school board. Two independent variables and two controlling variables were used for computations to measure the affect they have on the dependent variable, student achievement. For the purposes of this study, the independent variables that were to predict or cause fluctuation of student achievement were (a) strategic planning, and (b) decision making. Two separate controlling variables were included in this study. These looked at the practices of (a) micromanagement and (b) the relationship that exists between the superintendent and the school board. These covariates were studied to see if they were responsible for

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impacting student achievement. It was thought that these secondary variables would affect the relationship between student achievement and the above independent variables in the study.

Student achievement (the dependent variable) was measured by the use of the American College Testing (ACT) exam. Schools use the ACT results to evaluate the effectiveness of instruction, identify students who need special help with certain subject areas or academic skills, and to plan for changes and improvements in the curriculum. Most high school juniors take this assessment. Students are assessed over in a wide range of academic areas; therefore, the ACT was the instrument of choice for measuring academic achievement. The achievement level was determined from school districts where students took the ACT exam during the 2005-2006 school year. Finally, the data collected provided research that had a direct correlation to success in most subject areas. With the history of assessing juniors across all school districts, there was consistency in making comparisons of academic progress. Therefore, the structure for collecting ACT data was consistent.

The purpose was to measure how the variables relate. It was to measure a school board chairperson's perceptions of the skill the school board has with strategic planning and decision making, with regards to achievement as measured by the ACT test, to examine whether or not this governance practice can positively impact student achievement. To do this, school board members responded to survey questions that determined their perception of management styles and tasks. This was to result in perceptions of their degree of involvement with student achievement in regard to strategic planning and decision-making tasks.

Research Design

The quantitative procedures used in this study are explained in this Chapter. The Chapter is divided into the following five sections: (a) the participants of the study, (b) development of the instrument (instrumentation), (c) research procedures and pilot testing, (d) data analysis, and (e) limitations of the study.

Participants

The population of this study consisted of current public school board members in Minnesota. There were a total of 343 public schools in the state of Minnesota during the 2006-2007 school year. The researcher's district school board did participate in the study. I invited each district's school board chairperson to participate in this research project by providing a survey cover letter stating permission to survey them (see Appendix A). An introduction to the survey and the survey instrument were included in the mailing to each school board chairperson (see Appendix B). The researcher used an excel document to identify collected data from the responses of each participant (see Appendix C). To simplify the collection of data, the researcher abbreviated the headings of each variable in the survey and then created abbreviated headings for each of the questions on the demographic page of the questionnaire (see Appendix D).

The data collection sample included a stratified random sampling of school board members from 150 school districts. The names of the school districts and their enrollment sizes were obtained from the Minnesota Department of Education (see Appendix E). The names of the school board chairs of each district were obtained through phone calls to the participating school district superintendent. The use of stratified random sampling was conducted to set apart the school districts according to student enrollment. Five different

classifications were set up to reflect enrollment differences, and 30 districts were contacted to represent each enrollment classification. The classification of school districts included enrollments (1) up to 499 students, (2) 500-899 students, (3) 900-1999, (4) 2000-3999, and (5) those with more than 4000 students. The various enrollments are a close reflection to the classifications set by the Minnesota State High School League activities association for football sections. Even so, the football sections are set according to the enrollment of Grades 10-12 in each school district. Having recognized this, the researcher was still able to sample school districts according to enrollment by putting all school districts into one of five different classifications.

Only school board members who serve as chairpersons of the school board were surveyed. This included chairpersons who were holding this position during the 2006-2007 school year. The total number of school board chairpersons selected to participate in the data research study was one hundred fifty. Fifty-eight of these chairpersons responded, but because of incomplete data, six of these were left out of the study and two more were considered outliers. Therefore, 50 completed surveys were used for this research. Therefore, the final response rate was 33%.

Due to the fact that the quantitative instrument was designed to obtain empirical data of school board members' perceptions on the degree of involvement in the educational governance process and their relationships with their superintendent, it was the researcher's intentions to include only Minnesota Public Schools. This was done to control independent variables as much as possible.

Instrumentation

The School Board Management Styles and Outcomes Survey instrument consisted of independent and controlling variables. Part I consisted of independent variables of strategic planning and decision making as it relates to student achievement and Part II measured the controlling variables of micromanagement and superintendent/school board relations. The dependent variable was a measurement of the results of the summative data obtained through the ACT exam. The instrument statements were obtained from the literature review. The first research instrument was refined and sent to 25 pilot schools for testing.

The pilot study was done to determine the quality and reliability of the instrument. The participants of the pilot study were chosen based on recommendations of the Minnesota School Board Association, the Minnesota Association of School Administrators, and the Minnesota Department of Education. The chosen schools represented different geographical regions of Minnesota, rural Minnesota, the metropolitan area, and larger school districts of 2,000 or more students in greater Minnesota (areas outside the metropolitan area).

The feedback provided by each school board chair indicated that the School Board Management Styles and Outcomes Survey questions were an essential measurement for each research section. When this instrument did not perform according to appropriate statistical standards, it was revised and/or additional questions were asked that reflect the governing tasks described and defined above. The elimination of some questions made for a survey that had fewer questions. Plus, the final School Board Management Styles and Outcomes Survey called for a demographics page asking for

specific information about the school district and the school board chairperson completing the survey. Please refer to Appendix B for the questions of the demographic page.

Governance task statements related to strategic planning and decision making were placed and grouped on the instrument for the respondents to answer. The purpose of the governance task statements was to have school board chairperson members examine their school board's degree of involvement in the educational governance process. In order to complete the task, the respondents examined what particular educational governance tasks their school board does and to what extent with a six-point Likert Scale ranging from strongly agree to strongly disagree.

The statements of the Likert scale were designed to measure the perceived working relationship that the superintendent has with the current school board members and practices considered micromanagement. The purpose of these statements had school board members examine the current relationship that exists between the school board members and the superintendent and to identify micromanagement practices that may exist. The respondents reflected on their management styles to identify possible micromanagement tasks that were being performed by members of the school board.

Each item of the School Board Management Styles and Outcomes Survey instrument was a statement regarding governance tasks or working relationships. In completing the instrument, the school board chairperson selected an appropriate response indicating what best describes their current school board. Completion of the entire instrument provided responses for each school board chairperson. The six responses available to the chairpersons for items in Sections I and II followed a Likert Scale. The

Likert scale of the School Board Management Styles and Outcomes Survey had responses of Strongly Agree, Agree, Mildly Agree, Mildly Disagree, Agree, and Strongly Disagree. The researcher measured the responses by assigning each of these a score from one to six; these ranged from one equaling Strongly Disagree to six equaling Strongly Agree.

Reference Table 1 was designed to show a further understanding of how the 74 questions used in the survey reflected school board governance. Table 2 has the demographic information collected during this sampling process. Both the demographic questions and the survey questions required approximately 20 minutes of the participant's time for completion of the entire survey. Answers to the Likert scale reflect their perceptions of the governance that is practiced by the entire school board. Therefore, difference may exist based on the challenges and difficulties experienced by each school board chairperson, the years of experience of the school board chair, and perhaps the experience of the superintendent in the school district.

The researcher identified the four variables of school board governance practices in Table 1. The indicators of each of these variables are identified. The researcher did this to reflect on the 74 questions of the survey instrument. The number of questions per indicator is grouped by the variables of this study. Each area reflected questions using Likert scoring. Each of these four variables are defined, and the questions that relate determine the level at which the participant perceives as the school board's ability to govern. The six-point Likert scale scores each of the areas as participants mark strongly agree-6, agree-5, mildly agree-4, mildly disagree-3, disagree-2, or strongly disagree-1. The highest possible score that can be obtained is 444 points.

Table 1. School Board Governance Indicators.

Variables	School Board Management Styles and Outcomes Survey	Number of Questions per Indicator
Strategic Planning	Vision	3
	Mission	4
	Goals/action planning	10
	Measurement/evaluation	6
	Professional development	6
Decision Making	The process	6
	Data-driven/Review of the data	6
	Focus on accountability process	4
	Focus on the students/stakeholders	6
Controlled for Superintendent/ School board Relationship	Working relationship	3
	Trust/respect	2
	Standards, expectations, and assessment for effectiveness	4
	Policies that relate	3
Controlled for Micromanagement	Acting as or undermining administration	3
	Operating as one professional authoritative body	5
	Seeking input from others	3

Table 2 is representative of the demographic questions of enrollment, gender, and experience of the participant; gender make-up of the school board; experience of the superintendent in the school district; school board members serving on curriculum committees; the alumni status of the school board chair; and whether or not they have children in the school district. These will also be used to control for the variables, but only because of possible further studies.

Table 2. Demographic Information Collected.

Demographic Information	School Board Management Styles and Outcomes Survey
District Information	Name or number of school district Enrollment of the school district
Participants Information	Years of service on the school board Gender Own child/children attend the school district Alumni of the school district
School Board Information	Gender make-up of the school board Service to curriculum teams

Research Procedures

The research survey was sent to school board chairpersons to conduct the assessment and to determine the characteristics of their governance tasks and relationships between the school board and their superintendents. The overall design and organization of the research survey emanated from the review of literature on effective school board practice and school board/superintendent working relationships.

The use of one survey titled, "Management Styles and Outcomes" was implemented for school board chairpersons. The instrument consisted of two parts: Part I consisted of statements designed to reflect perceptions of their use of strategic planning and skills in decision making, and Part II measured the controlling variables of

micromanagement and superintendent/school board relations. The research study was sent to 150 public school board chairpersons across the state of Minnesota.

The first step in assessing the levels of involvement of the school board was to gather current data dealing with involvement of the superintendent/school board working relationship and the above governance tasks. The information gathered revealed areas of strengths and weaknesses and identified weaknesses that could potentially lead to professional development to improve governance tasks that can positively impact student achievement.

The purposes of the instrument were to (a) obtain quantitative measurements on the perceived degree of involvement by school board members and superintendents in the process of performing educational governance tasks related to strategic planning and effective decision making, and (b) obtain quantitative measurements on the perceived performance of school board members and their working relationship with their superintendents to effectively provide the leadership to impact student achievement.

The method of the study involved a self-assessment by school board chairpersons and their perception of the governing of the entire school board. Information gathered identified areas of strength and weakness that occur with governance and provided the current status of their practice and positive working relationship. The survey was mailed to each school board chair while some were hand-delivered at sessions held at the Minnesota School Boards Association Convention in Minneapolis. This survey had very precise directions for completion, incentives for completion, and a self-addressed envelope for easy return. The incentive was a simple thank you that included a tea bag

that stated, "Thank you for completing this survey. Please enjoy a healthy cup of tea as you complete this."

The "Management Styles and Outcomes" survey contained the following corresponding parts: Part I consisted of independent variables of strategic planning and decision making, and Part II measured the controlling variables of micromanagement and superintendent/school board relations. The instrument statements were obtained from the literature review. The participants responded and mailed the completed survey.

Data Analysis

Descriptive statistics were used to analyze ACT exam data and the variables of the instrument. The descriptive statistics include frequency distributions, percentages, and measures of central tendency. The data were comprised of independent variables, including the following: (a) strategic planning for continuous improvement in student achievement, and (b) the decision-making skills of the governing school board.

The researcher used the Pearson Product Correlation Coefficient, two-tailed tests, to determine if there was a relationship between the response variables. This was done to determine whether or not there was a correlation between the variables and the results of the ACT exam; this also was done while controlling for other variables. The Minnesota school board members differed according to their perception of their degree of performance in strategic planning and decision making affecting student achievement. The same also was done after controlling for the perceived superintendent/school board relationship and the practices of micromanagement. The results were calculated by explaining the relationship of school board strategic planning and decision making toward student achievement as indicated by Research Questions 1 and 2 of the study. The

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data obtained by Research Questions 3 through 6 were calculated to examine correlations while being controlled by superintendent/school board relations and the practices of micromanagement.

All six questions were as follows:

1. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement?

2. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement?

3. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement while controlling for the perceived positive or negative superintendent/school board relationship?

4. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement while controlling for the perceived positive or negative superintendent/school board relationship?

5. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement while controlling for perceived level of school board micromanagement?

6. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement while controlling for perceived level of school board micromanagement?

The SPSS statistical package was utilized in the analysis of the quantitative data. Steps were taken to obtain a valid interpretation of the quantitative data.

Limitations of the Study

The following were the limitations of the study:

1. The data represented the current situation at the time of the research study and may be influenced by factors beyond the control of the present investigator such as special conditions in specific school settings at the time of the research study. Such special conditions include, but are not limited to, facility building projects, consolidation opportunities, administrative personnel discipline actions, etc.

2. The data were collected at a specific time of the school year and may not reflect the overall perceptions of their annual performance.

3. Research of the literature relied on conclusions and recommendations from personal experience, observations, and opinions. Experts rely on anecdotal evidence rather than from research studies. Experts lump school boards into an analysis and discussion of "district leadership."

4. It was found that very few quantitative and qualitative studies exist on the subject of school board governance and the impact it has on student achievement.

5. Because Minnesota was the only sampling done by the researcher, the data may not reflect the overall perceptions of school board members across the nation.

6. School boards and superintendents may or may not oversee the assessment results of the students who do not attend public schools, but the researcher only chose to examine the ACT results of public school students.

7. The researcher chose to survey only 150 of the 343 school districts in Minnesota, and was able to analyze the data of just 50 of the 58 surveys that were returned.

8. Knowing the number of years school board members may have been engaged in effective school board governance, according the perceptions of the school board chair, may have provided data that could have impacted the results of the study.

9. The questions may not have been answered truthfully because of a poor relationship that exists between the school board chairperson and the superintendent or with other school board members. Several other reasons beyond the control of the researcher could be cause for a participant to respond dishonestly.

Summary

The intent of the researcher was to examine how Minnesota school board members perceive the degree of school board governance as it relates to strategic planning and decision making. This study was designed to assess school boards in

matters of educational governance. This study also was to examine the relationship the

school board has with student achievement.

CHAPTER IV

RESULTS

Purpose of the Study

The purpose of this study was twofold: (a) to examine what a school board perceives as its degree of involvement in the school district's strategic plan for continuous improvement of student achievement, and (b) to examine how school board members make decisions as they pertain to improvement of the school's achievement. The primary research questions posed were:

1. What are the performing practices of school board governance and school district's strategic plans that lead to increased student achievement?

2. What are the specific practices, i.e. decision-making skills that school boards need to focus on to impact student achievement?

With the decreasing pool from which school boards have to select and retain superintendents, the need to develop a quality working relationship between the school board members and the superintendent is critical. According to Danzberger (1994), school boards exhibit some serious problems when it comes to developing positive and lasting relationships with the superintendents. McGraw (2003) agreed with the emphasis to create positive and lasting relationships as an effective working team that collaborates to create policy and impact student achievement. To effectively implement education policy and engage in strategic planning to impact student achievement, the school board

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must rely on its leaders (the administration) to make informed decisions and recommendations for continued growth. Little can be done where school board members spend more time as another level of administration (micromanagers) then they do educating themselves in the practices of successful schools. After all, school districts are faced with declining enrollments and declining budgets, the need to save resources while increasing student achievement becomes more and more challenging. The development of trust, understanding, expectations, shared vision, communication, effective decision making, and positive community connections is an ongoing process that is necessary for any school to recognize increased achievement in our schools today. "A board member who wants to be a board leader needs time for conversations with the superintendent, board colleagues and civic leaders to build relationships and support for ideas" (McAdams, 2002, p. 6). Therefore, school board leadership is all about creating positive relationships and implementing ideas that work, and the above can not possibly be done where the relationship between the school board and the superintendent is in turmoil.

The results of this study should prove useful in three major ways: (a) to provide empirical data for the development of facilitation, training, and in-service programs for school boards and superintendents in the area of educational governance to build relationships and strategically plan to impact student achievement; (b) to assist school boards in the decision-making process; and (c) to help school boards develop a more comprehensive and deeper understanding of their own and each other's degree of involvement in the educational governance process.

Data Gathering

The researcher surveyed various school board chairpersons from Minnesota to assess their perceptions of school board governance and determine the impact that it has on student achievement. This researcher examined the relationship between school board governance and student achievement with regards to the school board's role with strategic planning and decision making. Student achievement was measured by the composite score of ACT exam. The researcher also took into account the perceived superintendent/school board relationship and the practices of micromanagement. Additional demographic information included the years of experience of the school board chairperson on the school board, the superintendent's years of experience with the school district, the school board's role on curriculum teams, whether or not the school board chairperson was an alumni of the district and if they had children in the school district, the gender of the school board chair, and the gender make-up of the school board.

Introduction

The research questions were:

1. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement?

2. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement?

3. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student

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achievement while controlling for the perceived positive or negative superintendent/school board relationship?

4. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement while controlling for the perceived positive or negative superintendent/school board relationship?

5. What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement while controlling for a perceived level of school board micromanagement?

6. What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement while controlling for a perceived level of school board micromanagement?

The data gathered from school board chairpersons may be used to improve the governing abilities of school boards so that their intent is to stay focused on student achievement in their respective districts. The practices of school boards can be improved through a better understanding and the importance of strategic planning and sound decision making, and they will benefit from a focus on the relationship that exists between the school board and the superintendent.

Participants

The sample for this study consisted of school board chairpersons in Minnesota public schools. This section describes the return rate of school board chairpersons and the

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demographics of each. A total of 150 surveys were sent to school board chairs across the state of Minnesota in districts of various enrollments who were asked to respond to the study within a 3-week period and a 1-week follow up asking those who had not returned their survey to consider doing so. School districts were chosen by a stratified random sampling comparing districts in five categories of student enrollment by sampling districts that are (1) up to 499, (2) 500-899, (3) 900-1999, (4) 2000-3999, and (5) 4000 and more. The researcher was able to obtain an Excel document from the Minnesota Department of Education that listed all school districts in the state of Minnesota by their corresponding district identifying number, name, and enrollment (see Appendix E).

School board members were asked to complete the demographics page and approximately 74 survey questions related to strategic planning, data-driven decision making, school board/superintendent relationships, and micromanagement of the school board (see Appendix B). Of the 150 surveys that were mailed, 62 were returned for a return rate of 41%. Of these 62 surveys, six of those who responded did not include the name of their school district, and an additional four did not have ACT composite scores for 2006. Two more school districts were considered outliers; one school district had an enrollment that greatly exceeded all others, while another school board chairperson had the perception that their governing abilities were extremely unhealthy. The St. Paul Public School system has an enrollment of 40,554; this is nearly 25,000 students more than the next largest school district of those that responded. Even though other school districts of comparable size were asked to participate in the survey, they chose not to. The St. Paul School District was the only district of this size; therefore, it was considered an outlier. The second outlier was set aside due to a very low total survey Likert score of

245 out of a possible 444; the range of the remaining 50 scores fell between 270 and 430 total points. These remaining scores did fall within the range of a normal distribution.

A table reflecting the demographics of this study can be seen in Appendix F. The table displays 50 respondents' answers to the questions that were asked in the first page of the School Board Management Styles and Outcomes Survey. This frequency table was constructed by the researcher to depict possible significant correlations or relationships that may exist with the data. Since the researcher did not find any significance, the data is displayed in Appendix F.

Table 3 is the descriptive statistics of this study. This table is about the 50 respondents' answers to the 74 questions of the School Board Management Styles and Outcomes Survey. Table 3 shows the variables of this research. The lower the mean score for school board management the greater the indication of a perceived micromanaging school board. These reflect the ACT scores of the school districts where school board chairpersons responded to the demographics page of the School Board Management Styles and Outcomes Survey. There was a range with the ACT scores from a low score of a 20 to a high score of 24.1. All other scores are a reflection of the responses of the school board chairpersons' perception to the questions of this survey utilizing a Likert scale of 1-6 (1 = strongly disagree, 2 = disagree, 3 = mildly disagree, 4 = mildly agree, 5 = agree, and 6 = strongly agree). Refer to Appendix C for data collected on each individual school district. These variables were defined in Chapter I, p. 12.

Table 3. Descriptive Statistics of Study of 50 Respondents to the School Board Management Styles and Outcomes Survey.

	LOWEST SCORES	HIGHEST SCORES	AVERAGE	STANDARD DEVIATION
ACT	20.0	24.1	21.80	.82
Strategic Planning	111	174	104.92	15.84
Decision Making	65	130	104.92	14.75
Superintendent/School Board Relationship	48	72	62.12	6.21
School Board Management	30	54	46.28	6.49
Total	270	430	353.68	36.70

Questions and Correlations

The following Pearson Product Coefficient Correlation table (Table 4) uses a two-tailed test to determine significance when answering the six questions of this study. The questions that were asked by the researcher are reflected below in Table 4, and then answered using a correlation that is significant at the 0.001 level (two-tailed). The researcher used this two-tailed test with the data of 50 respondents. The data collected by the researcher measures the perceptions of school board chairpersons according to their response to the questions asked in the School Board Management Styles and Outcomes Survey utilizing a Likert scale of 1-6 (1 = strongly disagree, 2 = disagree, 3 = mildly disagree, 4 = mildly agree, 5 = agree, and 6 = strongly agree).

Table 4. Correlations of Variables and Controlling Variables.

		Strategic Planning (strat)	Decision Making (dm)	Superintendent /School Board Relationship (sb)	School Board Management (mgmt)	Total
ACT	Pearson Correlation	-.042	.012	-.052	-.139	-.047
	Sig. (two-tailed)	.772	.934	.720	.336	.748
strat	Pearson Correlation		.759**	.601**	.465**	.921**
	Sig. (two-tailed)		>.001	>.001	.001	>.001
dm	Pearson Correlation			.511**	.503**	.905**
	Sig. (two-tailed)			>.001	>.001	>.001
sb	Pearson Correlation				.488**	.720**
	Sig. (two-tailed)				>.001	>.001
mgmt	Pearson Correlation					.662**
	Sig. (two-tailed)					>.001

**Correlation is significant at the 0.001 level (two-tailed).

Research Question 1

What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement? Referring to Table 4, utilizing the Pearson Correlation two-tailed test to the 0.001 level of significance, a negative correlation of -.042 exists, but not a significant relationship (.772), between the perceptions of a school board member's degree of performance in strategic planning to student achievement. Therefore, the researcher found that the strategic planning done by school boards impact student achievement in a negative way.

Research Question 2

What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement? Referring to

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Table 4, utilizing the Pearson Correlation two-tailed test to the 0.001 significant level, the data shows no correlation between the perceptions of a school board member's degree of performance in decision making to student achievement.

Research Question 3

What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement while controlling for the perceived positive or negative superintendent/school board relationship? Referring to Table 4, utilizing the Pearson Correlation two-tailed test to the 0.01 significant level, the data showed no significant correlation between the perceptions of a school board member's degree of performance in strategic planning to student achievement while controlling for the perceived positive or negative superintendent/school board relationship. The researcher found that there is a negative correlation of -.052 that existed but not a significant relationship (.720) of student achievement to the controlling variable of the superintendent/school board relationship. Therefore, the researcher found that a perceived, negative relationship exists between the school board members and the superintendent in school districts where student achievement is impacted in a positive way.

Research Question 4

What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement while controlling for the perceived positive or negative superintendent/school board relationship? Referring to Table 4, utilizing the Pearson Correlation two-tailed test to the 0.01 significant level, the data shows no significant correlation between the perceptions of a

school board member's degree of performance in decision making to student achievement while controlling for the perceived positive or negative superintendent/school board relationship. The researcher found that there is a negative correlation that exists but not a significant relationship of student achievement to the controlling variable of the superintendent/school board relationship. This is defined in Question 3.

Research Question 5

What is the relationship between Minnesota school board members' perception of their degree of performance in strategic planning to student achievement while controlling for a perceived level of school board micromanagement? Referring to Table 4, utilizing the Pearson Correlation two-tailed test to the 0.01 significant level, the data shows no significant correlation between the perceptions of a school board member's degree of performance in strategic planning to student achievement while controlling for the perceived level of school board micromanagement. The researcher found that a negative correlation of -.139 exists but not a significant relationship (.336) of student achievement to the controlling variable of micromanagement. It should be said that the researcher found that when school board members have a perception of governing effectively, they negatively impact student achievement.

Research Question 6

What is the relationship between Minnesota school board members' perception of their degree of performance in decision making to student achievement while controlling for a perceived level of school board micromanagement? Referring to Table 4, utilizing the Pearson Correlation two-tailed test to the 0.01 significant level, the data shows no

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significant correlation between the perceptions of a school board member's degree of performance in decision making to student achievement while controlling for the perceived level of school board micromanagement. The researcher found that a negative correlation exists but not a significant relationship of student achievement to the controlling variable of micromanagement. This is defined above in Question 5.

Referring to Table 4, utilizing the Pearson Correlation two-tailed test to the 0.01 significance level, the data shows a negative correlation exists with student achievement when measuring the perceptions of a school board member's degree of performance in the total school board governing process.

The significant correlation in this research of 50 respondents indicated that effective school board governing (total score of all questions in the School Board Management Styles and Outcomes Survey) aligns with the experience of the superintendent in the corresponding district. This correlation is significant at the 0.05 level in Table 5. The researcher found that the opportunity for healthy school board governance has a direct correlation to the length of the superintendent's tenure in the corresponding school district. This table will be discussed further in Chapter 5 to suggest that further research could be done in the state of Minnesota to reflect the data of this researcher that indicates a significant correlation does exist here.

Table 5. Correlations of the Demographics of this Research to School Board
Governance.

	Total Score of all Questions in the School Board Management Styles and Outcomes Survey
Superintendent's years of experience	
Pearson Correlation	.359
Significance (two-tailed)	.010

* Correlation is significant at the 0.05 level (two-tailed)

Summary

Results were presented from investigating the perceptions of school board

chairpersons regarding their practice of school board governance and the impact they

have on student achievement. A total of 62 school board chairpersons completed a survey

while 50 of these were used for this research after discarding 12 surveys for various

reasons discussed earlier.

The data from these surveys indicated the need to operate as a school board rather

than as individuals; micro-management should not be a practice of school board

governance. The data revealed different levels of creating a shared vision, identifying a

mission, goals, and creating action plans that are measurable. It also revealed different

levels of decision making with regards to data that is used to make decisions.

There is no significant relationship of the school board chairpersons' perceived

degree of school board governance to student achievement as determined by the

researcher's findings. The findings also indicated that there is no correlation to student

achievement by the years of experience of the school board chair, the superintendent's

years of experience with the district, the school board's role on curriculum teams,

whether or not the chairperson was an alumni of the district or if they had children in the district, the gender of the school board chair, or the gender make-up of the school board. In summary, it was found that there is no correlation, positive or negative, between all demographic variables and student achievement as indicated by the ACT exam results.

A number of data processing procedures were used to analyze the research data. Included was a set of descriptive statistics, which presented the means and standard deviations of the scores. The results of Pearson correlation tests were used to study the scores.

Chapter V provides a review, analyzes, and draws conclusions from the data and statistical outcomes presented in this chapter.

CHAPTER V

SUMMARY, CONCLUSIONS & RECOMMENDATIONS

Chapter V concludes this research study. The chapter is divided into three

sections. The first section presents an overview of the study, the second section presents

a summary of the results based on the findings, and the final section suggests and

recommends possible future research.

An Overview

This research found no correlations as it was designed to examine the relationship

of school board governance to student achievement. Even so, there was a correlation

found that should be researched further; the longer a superintendent stays with a district,

the greater the likelihood that the corresponding school board will practice healthy school

board governance as defined by the literature review.

The demographic and survey questions asked of each participating school board

chairperson are listed in Appendix B. The questions were designed to ask participants for

their perception of the practices of the entire school board in the areas of strategic

planning and decision making as they relate to student achievement while controlled by

the relationships that exist between school boards and their superintendent and the

possible micromanaging that may be practiced.

The final form of the survey was mailed in February 2007 to 150 school board

chairpersons in 150 school districts in Minnesota. The survey included an explanation of

the procedures to be followed and the purposes, an offer to answer any inquiries concerning the procedures, and an option that the person is free to withdraw her/his consent and to discontinue participation in the project or the activity at any time without prejudice to the subject (45 CFR 46.116). In addition, the subjects were informed of efforts to keep data confidential and a specified amount of time required to complete the survey. Documents were written in a language that is easily understandable.

A Summary of the Results

The literature review was done to highlight the impact school boards have on student achievement. Therefore, the intent was to identify the governing practices of the school board that relate to student achievement. After having reviewed much of the literature, the common themes of strategic planning and decision making were found to be related to practices the school board should engage in to impact student achievement in a positive way. The researcher also discovered through the literature review that poor superintendent/school board relationships and the practices of micromanagement may negatively impact student achievement. Therefore, it was the intent of the researcher to define what each of these were so that questions could be posed to participants of the study to measure their perceptions of the practices conducted by the entire school board.

Strategic planning is a procedure that guides school leaders in the process of establishing a vision, a mission, core values, and measurable goals, and it involves identifying the resources and measurements necessary to reach their goals. A comprehensive strategic plan must include the vision, mission, core values, and targeted areas for improvement/growth, goals, objectives/purposes, strategies, resources, timelines, and ways to measure the results. The entire plan needs to hold the

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superintendent and staff accountable through supervision and monitoring of the collected data so that further decisions made are a reflection of what is needed for successful student learning. The perceived skills of engaging in strategic planning was measured by a six-point Likert Scale of the School Board Management Styles and Outcomes Survey that asked participants to assess themselves with statements of strongly agree to strongly disagree.

The questions of the School Board Management Styles and Outcomes Survey were asked in such a way that allowed respondents an opportunity for their perceptions as to the school board's degree of involvement with strategic planning. Therefore, the researcher expected that the practice of strategic planning, regardless of the amount of time spent by the school board with this task, would impact student achievement. Instead, the researcher found that strategic planning by the school board does not impact student achievement. The researcher is reminded that the data was a reflection of the perceptions of each school board chair; since it was a perception, the data may not accurately reflect the school board's engagement in strategic planning. Perhaps the school boards which responded were not adequately trained in the strategic planning process to impact student achievement.

Decision-making is the act of deciding what is in the best interest of the school district and its community. In order to conduct the process rationally, one must stress the importance of making decisions based on what is best for children, the whole school district, its building and grounds, any team of teachers or children, and individuals. It is aligning one's self to the school district's strategic plan and resources. It is the making of data-driven decisions, which is collecting what is known about children, reflecting on the

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best practices of teaching, and prioritizing the needs vs. the wants of the school district. As Dawson and Quinn (2004) stated, the school board must require clear accountability by the superintendent through disaggregated data and a summary analysis that proves the school district is making decisions that lead to student achievement. It is data that will keep the school board focused on the right path; data being the deciding factor in decisions keeps all honest in their professional approach to making decisions; they look out for the child first and not what is best for a few individual adults. The perceived skills of engaging in decision making was measured by a six-point Likert Scale of the School Board Management Styles and Outcomes Survey that asked participants to assess themselves with statements of strongly agree to strongly disagree.

The researcher's experience has included policy and guidelines for decision making in school districts. Having these guidelines are an expectation of the school board, and often the administration of the school district drafts decision making guidelines for the school board to adopt. Then, the school board approves the policies and/or guidelines at a formal school board meeting and the school board is to hold themselves and the administration to these policies and/or guidelines. The questions of the School Board Management Styles and Outcomes Survey were asked in such a way that allowed respondents an opportunity to record their perceptions as to their school board's degree of involvement with decision making as it relates to impacting student achievement. Therefore, the researcher expected that the practices of decision making, as it relates to student achievement, to have an impact. Instead, the researcher found that school board decision making did not have an impact on student achievement. The researcher is mindful that the data was a reflection of the perceptions of each school

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board chair. Since the researcher surveyed perceptions, the possibility exists that the data may not accurately reflect the school board's engagement in the decision making process. Perhaps the school boards which responded were not adequately trained in the decision making process to impact student achievement.

Based on a review of the literature, micromanagement is an example of poor school board leadership where individual school board members attempt to manage the school district as individuals rather that as a single unified governing school board. Instead of giving the administration a general direction and then allowing them to do their job, the micromanaging school board assesses every step. The school board may be motivated by concern for details, but the effect de-motivates all employees of the school district and creates resentment. The perceived practices of micromanagement was measured by a six-point Likert Scale of the School Board Management Styles and Outcomes Survey that asked participants to assess themselves with statements of strongly agree to strongly disagree.

The researcher recognized that there is no correlation when considering the variables of strategic planning and decision making with the perceived levels of micromanagement. In fact, the questions of the survey instrument were asked in such a way that it measured healthy school board governing tasks that relate to student achievement. The data clearly states that when controlling for micromanaging, still no relationship exists with the student achievement that was measured by the American College Testing (ACT) exam that 68% of all high school students take in Minnesota.

Superintendent/school board relations are a perception of the positive or negative relationships that exist between the school board and the superintendent in the school

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district. This perception describes the positive or negative interfaces that exit between these two parties. The perceived superintendent/school board relationship was measured by a six-point Likert Scale of the School Board Management Styles and Outcomes Survey that asked participants to assess themselves with statements of strongly agree to strongly disagree. These statements specifically targeted the positive or negative interfaces the school board has with the superintendent.

The researcher recognized that there is no correlation when considering the variables of strategic planning and decision making with the perceived relationship that exists between the school board and the superintendent. When considering for school board/superintendent relationships, no significant relationship exists with the student achievement that was measured by the American College Testing (ACT) exam that 68% of all high school students take in Minnesota. The reader must remain mindful that the data was a reflection of the perceptions of each school board chair. Since the researcher surveyed perceptions, the possibility exists that the data may not accurately reflect the school board's training in these processes while the school board and the superintendent remained engaged in a healthy, professional relationship.

The ACT exams are America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. Schools in Minnesota use the ACT results to evaluate the effectiveness of instruction, identify students who need special help with certain subject areas or academic skills, and to plan for changes and improvements in the curriculum. It assesses students in a wide range of academic areas.

The findings of the survey indicated no significant correlation between the perceived degrees of school board governance to student achievement. Even the demographic descriptors of the study indicated no correlations exist that impact student achievement. The findings recognized no correlation to student achievement by the years of experience of the school board chair, the superintendent's years of experience with the school district, the school board's role on curriculum teams, whether or not the chairperson was an alumni of the school district or if they had children in the school district, the gender of the school board chair, or the gender make-up of the school board. In summary, it was found that there is no correlation, positive or negative, among all demographic variables and student achievement as indicated by the ACT exam results.

Suggestions for Future Research

There is a great deal of potential for further research. The study could have used a different method to collect student data to measure student achievement. The researcher could have utilized data from the Minnesota Comprehensive Assessments that measures student achievement with separate assessments for math, writing, and reading. Another method could have been the data utilized from the Northwest Evaluation Association that separately assesses students in math and reading in 77% of Minnesota School Districts. More school districts could have been identified for sampling; instead of 150 identified school districts, the research could have included all Minnesota school districts (totaling 343 possibilities) or perhaps district data from other states.

The significant correlation in this research of 50 respondents indicated that effective school board governing (total score of all questions in the School Board Management Styles and Outcomes Survey) aligns with the experience of the

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superintendent in the corresponding district. This correlation is significant at the 0.05 level in Table 6 of Chapter 4.

The researcher found that the opportunity for healthy school board governance has a direct correlation to the length of the superintendent's tenure in the corresponding school district. Walters and Marzano (2007) found in their research that the length of tenure of the superintendent does not guarantee increased student achievement, but it does guarantee improved systemic processes for their school district. These systemic processes are meaningful for strategic planning and decision-making to make for change and improvement to be substantial and sustainable. Further research should be done in the state of Minnesota to align with their research and the findings of this research. Walters and Marzano's research on the tenure length of superintendents should be studied further to recognize the relationships that may exist between school board governance and the impact it may have on the culture of the school district where environments for staff and students may lead to conditions more apt to positively impact student achievement. Walters and Marzano (2007) found correlations between superintendent tenure and a healthier way to govern by the school board.

> The positive correlation between the length of superintendent service and student achievement affirms the value of leadership stability and of a superintendent remaining in a district long enough to see the positive impact of his or her leadership on student learning and achievement. (Walters & Marzano, 2007, ¶ 45)

A superintendent's responsibilities to student achievement should be immense, but the finding here supports that school boards must understand the need to retain a quality superintendent for more than just a couple of years.

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School districts across Minnesota are expected to complete a strategic plan as part of an accountability report that is published. This is an expectation of the school board, but often the administration of the school district brings in the employee groups of the school district to engage in this practice. Then, the school board approves the plan at a formal school board meeting. It has been the researcher's experience in five out five school districts where he has been employed that school boards do not work with the plan on a monthly basis. The researcher's experience recognizes that school boards are willing to put trust in the administration and teaching staff of the school district to carry out these strategic plans.

The researcher also found that a negative correlation exists, but not a significant relationship, between the perceptions of a school board member's degree of performance in strategic planning to student achievement. Therefore, it was found that strategic planning done by school boards impacts student achievement in a negative way. Further research could imply that school boards need additional training to conduct strategic planning exercises, or others should engage in this process to impact student achievement in a positive way.

The researcher found that there is a negative correlation that exists without a significant relationship of student achievement to the controlling variable of the superintendent/school board relationship. Therefore, the researcher found a perceived, negative relationship exists between the school board members and the superintendent in school districts where student achievement is impacted in positive ways. Further research could imply that school board members have negative relationships with superintendents when strong measures are taken to impact student achievement by the superintendent.

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These measures could cause for disagreements when the allocation of resources, program changes, or personnel changes are being made. Superintendents that are advocates for change may cause stress in their relationship with the school board. Further research could be done to examine the relationship that exists between superintendents and their school board in school districts where the superintendent is a strong advocate for measures that will impact student achievement.

The researcher found that a negative correlation exists without a significant relationship of student achievement to the controlling variable of micromanagement. Therefore, the researcher found that when school board members have a perception of governing effectively, they negatively impact student achievement. Further research could imply that school board members do not have the skills to govern effectively as a school board or that micromanagement by school board member may bring about measures that increase student achievement.

The researcher found that a negative correlation exists with student achievement when measuring the perceptions of a school board member's degree of performance in the total school board governing process. Further research could imply that school board governance does not impact student achievement. Additional variables could give cause for different results. For example, the researcher could do a time study to quantify the amount of time spent by school boards with all decisions and strategies related to student achievement throughout the year. The time study would require documentation of actual time spent versus the perceptions of school board chairpersons.

There is an additional need for further research by looking at the gender make-up of the school board, the gender of the participant, whether or not the participant has

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children in the school district, and their alumni status to see if any of these have a relationship to the school board governing of a school district.

Summary

Minnesota school boards are challenged by the expectations of their constituents to play a role to impact student achievement in the districts they serve. It is evident that the turnover rate of superintendents across the country is another factor contributing to the challenges school boards face. Yet, the leadership of the superintendent is required to sustain healthy governing practices that will, at the very least, sustain the climate necessary for school staff to perform so that children receive the education they deserve. Research conducted here was meant to provide school board leaders with the tools to develop positive relationships and recognize the importance of school board governing to impact student achievement. Even though the research revealed that school board governance has no correlation to student achievement, the researcher recognized that the school board can govern to create a culture where the superintendent is trusted to lead district staff to impact achievement.

The researcher has had the experience of working in five different Minnesota School Districts; he recognizes that school board members do not focus on the means or methods that could be used to impact student achievement. Plus, the school board may not have a strong link in the educational system to impact student achievement. It seems obvious that administrators and teachers should know their jobs immeasurably better than school boards know theirs. The school board often causes stress through the poor relationship they have with the school district superintendent and/or the school district. Therefore, the literature review recognizes that a poor relationship and the poor skills of

school board governance cause unwanted stress that may draw attention from attempting to impact student achievement. If the school board would concentrate on their responsibilities and put trust in the superintendent to lead, and the teaching staff to engage students in learning, the staff would feel safe to concentrate on teaching and learning for the result of increased student achievement.

School board members perceive they do strategically plan and make decisions to impact student achievement. Even though the correlation does not exist in this research, the researcher's review of the literature still proves useful as it examines the degree of involvement a school board should have in the district's strategic plan for continuous improvement of student achievement and how school board members should make decisions as it pertains to achievement. They can work to develop a quality working relationship with the superintendent because it is critical. Danzberger (1994) felt school boards exhibit some serious problems when it comes to developing positive and lasting relationships with the superintendents. McGraw (2003) agreed with the emphasis to create positive and lasting relationships as an effective working team that collaborates to create policy and impact student achievement. To effectively implement education policy and engage in strategic planning to impact student achievement, the school board must rely on the entire administration to make informed decisions and recommendations for continued growth. As suggested by the researcher review of the literature, little can be done where school board members spend more time as another level of administration (micromanagers) then they do in educating themselves in the practices of successful schools.

The development of trust, understanding, expectations, shared vision, communication, effective decision making, and positive community connections is an ongoing process that is necessary for any school to recognize increased achievement in our schools today. As depicted in the literature review, school board members should invest their energies in the hiring of a qualified superintendent that can lead the district.

The researcher's review of the literature study may prove useful in the following ways. It provided empirical data for the development of facilitation, training, and in-service programs for school boards and superintendents in the area of educational governance to build relationships and strategically plan for the district to impact student achievement, to assist school boards and the administration in the decision-making process, and to help school boards develop a more comprehensive and deeper understanding of their own and each other's degree of involvement in the educational governance process. A school board's role in student performance is to establish a vision of what students should achieve; ensure that a structure is in place to support improvement, hold the staff, students, and community accountable for continuous improvements in achievement; and advocate for students in the community (National School Boards Foundation, 2001).

As depicted by this research, there is an opportunity to offer a service to school boards so that they recognize that the collaborative culture they create can have an impact on the culture of the entire district which, in turn, can positively impact student achievement; even though school boards may not directly impact student achievement, they can create policy that may lead to achievement. School board members must understand that they serve on the school board as education's key advocate on behalf of

students and the schools. They should perform in a manner that reflects service to the community on behalf of students by conducting district business in a fair, respectful, and responsible manner. School boards should create policy and operate by statute to provide direction for the school district, and take their direction by the school board associations and the departments of education; school boards must recognize what is expected of them. The expectation is, first and foremost, on the importance of student achievement. According to the researcher, it is the responsibility of the school board to hold the school district accountable to student achievement even if they do not directly impact achievement by their very actions.

To impact student achievement, the school board must rely on its leaders (the administration) to make informed decisions and recommendations for continued growth. School board members must not spend time as another level of administration. School board leadership must be all about creating positive relationships and implementing ideas that work, and this must be done where the relationship between the school board and the superintendent is healthy.

Therefore, school boards must operate under a framework of healthy school board governance. They must understand that effective governance includes acting to empower others, creating structures that allow for professionals to grow and work to accommodate the needs of all learners, evaluate themselves so that they continue to grow professionally, and then celebrate often because of the successes they will recognize from leading in an effective way. If the school board follows the suggestions of the researcher's review of the literature, they should be able to create a culture to successfully lead the school district.

APPENDICES

February 1, 2007

Dear Mr./Ms. School Board Chairperson:

We are inviting you to participate in a research project to study school board governance and the impact it has on student achievement. Along with this letter is a questionnaire that asks a variety of questions about strategic planning, decision making, board/superintendent relationships, and management. We are asking you to look over the questionnaire and, hopefully, you will choose to complete it and send it back to us with the self-addressed, stamped envelope by February 23, 2007. It should take you about 15 minutes to complete.

The results of this project will be used to help school boards and superintendents across Minnesota govern effectively. The intent of the research is to give school boards knowledge about the best practices of school board governance and the practices that impact student achievement in a climate of professionalism. We hope that the results of the survey will be useful for the Minnesota School Boards Association and local school boards as they look toward the best practices of governance.

We are not aware of any risks to you if you decide to participate in this survey and we guarantee that your responses will be kept confidential. Any information that could identify you or your district will not be shared with anyone outside our research group. [*Please do not put your name on the questionnaire.*]

The survey should take approximately 15 minutes to complete. We hope you will take the time to complete this questionnaire and return it. Your participation is totally voluntary [and there is no penalty if you do not participate]. Regardless of whether you choose to participate or not, please let us know if you would like a summary of our findings. To receive a summary, E-mail us at survey@barnesville.k12.mn.us with your name and address, and we will send it to you when the research is complete [*our intentions are to have the research completed by summer of 2007.*]

If you have any questions or concerns regarding the questionnaire or about being in this study, you may contact us at 218-354-2217. This project has been approved by the Institutional Review Board at The University of North Dakota.

Sincerely,

Steve Jordahl, Principal Researcher
Dr. Gary Schnellert, Research Advisor

Appendix B
Introduction to the Survey and Survey Instrument

Title: School Board Management Styles and Outcomes Survey.

Attention: School Board Chairperson: Please complete this questionnaire regarding school board

governance practices at your school district. All responses will be kept confidential. Please

note that we are truly interested in your perceptions. Answer with your own opinions in mind,

not those that you think others of the board or administration would prefer you might hold.

Your answers should reflect how the entire board operates as one. We want to thank you for

your participation in this survey. It is our hope that this research will guide the governance of

all school boards in Minnesota so that your leadership does impact student achievement.

Demographic Questions

What is the name and/or number of school district?

How many years of service does the participant have on the school board?

What is the gender of the participant?

What is the enrollment of the school district?

What is the make-up of the board (respond with number of females and males)?

What is the experience of superintendent in the school district?

Do school board members serve on a curriculum committee?

Does the participant have his/her own children enrolled in this school district?

Does the participant attend this school district?

If an alumni, how many years did they attend this school district?

School Board Management
Styles and Outcomes Survey

ATTENTION: SCHOOL BOARD CHAIRPERSON

Dear Mr./Ms. Chairperson:

Please complete this questionnaire regarding school board governance practices at your school district. All responses will be kept confidential. Please note that we are truly interested in your perceptions. Answer with your own opinions in mind, not those that you think others of the board or administration would prefer you might hold. Your answers should reflect how the entire board operates as one. We want to thank you for your participation in this survey. It is our hope that this research will guide the governance of all school boards in Minnesota so that your leadership does impact student achievement.

Date: February 1, 2007   Return by February 23, 2007

Demographic Information   **Please indicate your response by placing an "X" on the corresponding answer.**

Name and/or Number of School District:					
Years of service on the school board.	2 Years or Less	2 to 4 Years	4 to 6 Years	More than 6 Years	
Gender.	Male	Female			
Enrollment of your school district.	Up to 499 Students	500-599	1000-1999	2000-3999	4000 or More
Make up of the board (respond with a specific number).	Males:	Females:			
Experience of Superintendent in your school district.	1st Year	2-3 Years	4-6 Years	7 or More Years	
Do school board members serve on a curriculum committee?	Yes	No			
Do you presently have your own children enrolled in this school district?	Yes	No			
Did you attend this school district?	Yes	No			
If an alumni, how many years did you attend this school district?	1-4 Years	5-8 Years	9-13 Years		N/A

School Board
Management Styles and
Outcomes Survey

ATTENTION: SCHOOL BOARD CHAIRPERSON

Dear Mr./Ms. Chairperson:
Please continue to complete this questionnaire regarding school board governance practices at your school district. Remember, all responses will be kept confidential. Please note that we are truly interested in your perceptions. Answer with your own opinions in mind, not those that you think others of the board or administration would prefer you might hold. We want to thank you for your participation in this survey.

Date: February 1, 2007

PART I	QUALITY RATING					
	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
IMPACT ON STUDENT ACHIEVEMENT						
1. Our school board has a vision that focuses on student achievement.						
2. The school board promotes the vision.						
3. Our priorities for the board meeting are issues related to student achievement.						
4. We have a climate that supports the philosophy that "all children can learn."						
5. Our mission, priorities, and goals involve community members as equal partners.						

IMPACT ON STUDENT ACHIEVEMENT (Cont.)	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
6. We spend time educating ourselves about educational issues.						
7. We communicate our mission and goals clearly to the staff and the community.						
9. The board takes leadership in securing community support for the school district's mission, vision, and goals.						
10. We build collaborative relationships with other child-centered organizations, with a focus on developing a consensus for student achievement as a community priority.						
11. We work with the superintendent and the community to establish a strategic decision for the district by annually reviewing a strategic plan that aligns with the mission, goals, strategies, educational standards, and methods of assessment.						
12. We have adopted student-performance goals and policies that provide a well-balanced curriculum.						
13. Our board adopts long- and short-range plans to work toward achieving the vision of the district.						
14. We have a mission statement and/or core values and beliefs that reflect teaching and learning.						
15. We have established clear standards for student performance.						
16. We have established/adopted student assessments that are tied to academic standards.						
17. We have aligned all our resources (including our district budgets) to ensure students meet the standards.						
18. We have measurable goals that are tied to our mission.						
19. Our staff development goals align to student achievement objectives.						
20. Our annual budget targets funds for strategies to improve student achievement.						
21. We believe that our school district belongs to everyone from the citizens who fund them to the students who learn in them to the teachers who teach in them.						

IMPACT ON STUDENT ACHIEVEMENT (Cont.)	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
22. Our school board has ample opportunity for professional growth and increased competency through training and professional development.						
23. We establish procedures for public reporting of student achievement data and progress on district goals and priorities.						
24. We use the NCLB requirement to annually report to the parents and the community to describe progress toward meeting student learning goals of the district.						
25. The board reviews the system accountability report for curriculum instruction and assessment to monitor progress of student achievement.						
26. Our board is aware of the learning conditions in the schools, alternatives for improving education and the needs of students.						
27. Board members can describe what is happening in the classrooms with regards to instruction.						
28. Our board members can describe staff development activities in the district and can describe the link between professional development and board or district goals for student achievement.						
29. We ensure that time exists for all staff to work together to improve student learning.						
30. We have effective decision-making processes.						
31. We have a good understanding of the educational issues.						
32. We make decisions based on student achievement data.						
33. We focus on the needs of all students characterized by supporting strategies that prevent academic slippage.						
34. We have a strong accountability process.						
35. We make data-driven decisions to achieve district goals.						

IMPACT ON STUDENT ACHIEVEMENT (Cont.)	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
36. We are willing to explore ways to use data to measure progress.						
37. We have a role as school board members in using data to improve student achievement.						
38. We regularly review data to see whether we are achieving district-wide goals.						
39. We understand how to disaggregate data and why it is important to do so.						
40. We know that different types of assessments can inform board decision making.						
41. We have measures of assessing student achievement and request progress reports at regular intervals.						
42. Our staff collects and distributes the data to the board.						
43. Together, staff and board members discuss what the data tell us.						
44. We examine our data by gender, race, and socio-economics to measure success of all students.						
45. We expect our superintendent to use our student achievement data to plan staff development.						
46. We have an assessment program based on district standards.						
47. As a school board, we represent the interests of the entire school district when making decisions.						
48. We are committed to board decision-making that is focused on helping all students achieve success in reaching high educational standards.						

	QUALITY RATING					
PART II	**Strongly Agree**	**Agree**	**Mildly Agree**	**Mildly Disagree**	**Disagree**	**Strongly Disagree**
SCHOOL BOARD RELATIONS						
49. One of the board's most important responsibilities is to select and appoint a superintendent to whom responsibility for the administration of the organization is delegated.						
50. Our board enters into a contract with the superintendent explicit goals and performance standards, along with the criteria to be used in evaluating his/her performance.						
51. The board delegates, through written policy, full authority for the superintendent to manage district affairs.						
52. As a school board we recognize the importance of not being another level of administration.						
53. We have a job description for the superintendent, as well as the role of the school board, in written policy.						
54. The board works with the superintendent to lead the district toward the vision.						
55. Our school board/superintendent working relationship is essential for successful planning and decision making.						
56. The board, its members and the superintendent work together in a climate of trust and mutual respect.						
57. As a school board, we do not represent special interest groups to meet our individual political needs.						
58. The board seeks input from students, staff, and community members on specific issues when appropriate.						
59. Our board operates as a collective body with one voice; we operate as a group, not as individuals.						
60. As individuals, we refrain from undermining a decision made by the majority of the board.						
61. Our board members do not publicly criticize individual opinions and decisions.						
62. Our board members recognize they have no authority to take individual action on district and building administrative matters.						

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SCHOOL BOARD RELATIONS (Cont.)	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
63. Our school board develops skills in teamwork, problem solving, and decision making.						
64. We have worked to create a positive learning environment/culture for student and staff success.						
65. Our board members conduct their meetings in a professional and dignified manner.						
66. We have the ability/skills to handle conflict and deception.						
67. We engage in planning, policy making, and public relations rather than becoming involved in the management of schools.						
68. We recognize that we have no authority outside of the meetings of the board and conduct all relationships with the school staff, media, and all others on the basis of this fact.						
69. Once board decisions are made, all board members respect and honor those decisions.						
70. Our school board and superintendent engage in open and mutually respectful communication among themselves.						
71. Our district superintendent and board meet at least once a year to assess its own effectiveness.						
72. The board conducts an annual, written evaluation of the superintendent in which all board members participate.						
73. Our board establishes and regularly reviews policies that describe the relationship and division of the responsibilities between the board and superintendent.						
74. We develop a positive and productive lasting relationship with our superintendent.						
75. We have community support for school board decisions.						

Dist	enroll	Yrs-bd	gndr	M's	F's	Supt Yrs.	Curr.	child	Alum	ACT	strat	d-m	S-B rel	mgmt	total
Possible pts.		1,3,5,7	1,2 M 1 F 2	#	#	1,3,5,7	1,2 1 yes 2 no	1,2 1 yes 2 no	1,2 1 yes 2 no	pts	174	132	72	54	432
1	348	5	1	3	3	3	1	1	2	20.3	137	98	65	38	338
2	358	7	1	5	2	7	1	2	1		149	100	61	45	355
3	379	7	1	3	3	7	1	1	1	22.8	87	88	52	18	245
4	386	3	1	4	2	1	1	1	1	22.6	114	93	64	46	317
5	389	7	1	4	3	7	2	1	1	21.1	131	100	65	46	342
6	399	7	1	4	3	7	2	1	1	20.8	138	105	64	49	356
7	416	7	1	5	2	5	1	1	1	22.2	154	111	56	48	369
8	465	7	1	4	3	1	1	2	2	21.6	164	120	67	54	405
9	498	7	1	4	2	7	2	2	2	22.0	139	119	55	52	365
10	537	7	1	6	1	5	1	2	1	20.0	159	108	68	52	387
11	539	7	1	2	4	7	1	2	2	21.1	125	104	58	43	330
12	558	7	1	6	1	7	1	2	1	19.0	155	126	71	51	403
13	633	7	2	5	2	3	2	1	2	21.7	114	68	48	40	270
14	645	5	1	3	3	3	2	2	1	22.2	112	65	55	41	273
15	661	7	1	6	1	3	1	2	1	20.4	145	109	66	49	369
16	688	3	1	7	0	3	1	1	2	21.9	130	110	50	48	338
17	761	7	1	3	3	5	2	2	1		106	82	66	46	300
18	767	5	1	7	0	3	1	1	2	20.5	135	95	59	45	334
19	810	7	1	5	2	3	2	2	2	21.1	126	99	60	44	329
20	811	7	1	4	2	1	1	1	1	21.0	111	86	58	45	300
21	930	5	1	4	3	5	1	1	1	20.9	150	118	70	54	392
22	944	3	2	1	5	7	2	1	2	21.7	125	97	53	31	306
23	986	7	1	6	1	3	1	2	2	22.4	118	72	59	38	287
24	1035	7	1	5	1	7	1	1	1	21.8	148	111	71	54	384
25	1053	5	2	4	3	7	2	2	2	20.9	158	108	58	54	378
26	1074	7	1	4	2	5	1	2	1	20.6	155	107	71	46	379
27	1235	7	2	2	5	5	1	2	1	21.9	131	101	61	46	339
28	1304	5	1	4	3	7	1	1	2		145	116	68	52	381
29	1336	7	1	2	5	7	1	2	2	22.0	145	118	58	44	365
30	1618	1	1	4	3	1	2	2	2	21.8	124	88	56	49	317
31	1655	7	2	4	3	5	1	2	1	21.7	145	109	53	49	356
32	1919	3	2	2	5	7	1	2	2	22.7	160	117	67	51	395
33	1958	5	2	2	5	3	1	2	1	22.3	160	118	72	52	402
34	2187	1	1	5	1	3	2	2	2	21.7	151	118	67	49	385
35	2243	7	2	4	3	7	1	1	2	21.4	164	129	71	54	418

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36	2276	7	1	6	1	7	1	1	1	21.9	157	115	66	49	387
37	2283	7	2	5	2	7	2	2	2		158	119	58	49	384
38	2319	7	1	5	1	1	1	1	1	21.5	144	94	62	48	348
39	2520	7	1	4	2	7	1	1	1	24.1	131	104	64	51	350
40	2565	3	2	4	2	7	1	1	2	23.7	139	96	55	20	310
41	2885	3	1	7	0	5	2	1	2	22.3	123	112	63	49	347
42	3001	7	1	4	2	1	1	1	1	22.4	146	88	67	51	352
43	3159	7	1	2	4	5	1	1	1	21.5	124	85	55	36	300
44	3753	5	1	4	5	3	1	1	2	22.0	129	103	58	49	339
45	3878	7	1	3	3	5	1	2	1	22.1	137	112	56	45	350
46	4326	7	1	3	4	7	1	1	1	22.2	147	107	64	50	368
47	5135	7	2	5	2	7	1	2	1	17.8	150	119	65	47	381
48	7479	7	1	6	1	7	1	2	2	21.9	154	119	54	40	367
49	8653	7	1	4	3	7	1	2	2	21.7	174	130	72	54	430
50	9530	3	1	4	3	3	1	2	1	22.3	147	105	63	46	361
51	10634	7	2	2	4	5	1	2	2	22.7	141	113	64	32	350
52	10714	5	1	3	4	7	2	1	2	22.5	141	86	65	42	334
53	13233	5	2	3	4	7	1	1	2	22.1	117	108	64	54	343
54	15995	7	2	2	5	5	1	2	2	23.7	166	127	72	49	414
55	40554	5	2	4	3	1	2	2	2	20.0	150	114	65	35	364

Appendix D
Abbreviated Headings from Tables

Dist   An assigned number indicating the participant's school district.

Enroll   K-12 enrollment of the school district.

Yrs-bd.   Years of service to the school board by the participant.

Gender   Gender of the participants.

Ms   Number of males serving on the school board.

Fs   Number of females serving on the school board.

Supt   The superintendent's years of service to the participant's school district.

Curr   Indicates school board members' participation on district curriculum teams.

Child   Indicates if the participant has children that currently attend the school district.

Alum   Indicates if the participant is an alumni of the school district served.

ACT   Composite score for the ACT exam of the participant's district.

Strat   Total Likert points accumulated in the survey for strategic planning.

dm   Total Likert points accumulated in the survey for decision making.

SB   Total Likert points accumulated for superintendent/board relationship.

Mgmt   Total Likert points for school board management (low score equates to micromanagement).

Total   Total Likert points for the previous four areas. This is a total score for school board governance.

#	dst_tye	Name	dst_cou	enr_k12
0418	01	RUSSELL	42	142
0801	01	BROWNS VALLEY	78	150
0966	51	WRIGHT TECH. CTR.	86	150
4093	07	NEW CENTURY CHARTER SCHOOL	43	150
0592	01	CLIMAX	60	151
4055	07	NERSTRAND CHARTER SCHOOL	66	154
4074	07	AGRICULTURAL FOOD SCIENCE ACADEMY	62	154
0081	01	COMFREY	08	157
0513	01	BREWSTER	53	159
4106	07	TREKNORTH HIGH SCHOOL	04	159
4058	07	SCHOOLCRAFT LEARNING COMMUNITY CHTR	04	160
4104	07	LIBERTY HIGH SCHOOL	02	160
4026	07	E.C.H.O. CHARTER SCHOOL	87	161
0404	01	LAKE BENTON	41	164
0516	01	ROUND LAKE	53	170
4097	07	PARTNERSHIP ACADEMY, INC.	27	170
0561	01	GOODRIDGE	57	173
4116	07	LAKES INTERNATIONAL LANGUAGE ADMY	82	174
0628	01	PLUMMER	63	175
4049	07	COON RAPIDS LEARNING CENTER	02	176
4067	07	AURORA CHARTER SCHOOL	27	177
0160	70	MINNESOTA STATE ACADEMIES	66	180
0403	01	IVANHOE	41	182
4042	07	TWIN CITIES ACADEMY	62	185
0627	01	OKLEE	63	188
0836	01	BUTTERFIELD	83	188
4011	07	NEW VISIONS CHARTER SCHOOL	27	188
4068	07	EXCELL ACADEMY CHARTER	27	189
0402	01	HENDRICKS	41	190
4103	07	HMONG ACADEMY	27	191
0208	01	EVANSVILLE	21	192
0771	01	CHOKIO-ALBERTA	75	192
4118	07	KALEIDOSCOPE CHARTER SCHOOL	71	193
4086	07	WOODSON INSTITUTE FOR EXCELLENCE CH	27	195
4120	07	ST. CROIX PREPARATORY ACADEMY	82	196
4053	07	NORTH LAKES ACADEMY	82	197
0409	01	TYLER	41	198
0514	01	ELLSWORTH	53	198
4001	07	BLUFFVIEW MONTESSORI	85	200
4128	07	COLONEL CHARLES D. YOUNG MILITARY	62	201

#	dst_tye	Name	dst_cou	enr_k12
0447	01	GRYGLA	45	202
4099	07	TAREK IBN ZIYAD ACADEMY	19	203
0356	01	LANCASTER	35	204
4030	07	ODYSSEY CHARTER SCHOOL	27	204
4085	07	HARBOR CITY INTERNATIONAL CHARTER	69	204
4039	07	HIGH SCHOOL FOR RECORDING ARTS	62	211
4044	07	HEART OF THE EARTH CHARTER	27	213
0676	01	BADGER	68	218
4062	07	FAMILY ACADEMY CHARTER SCHOOL	62	221
4098	07	NOVA CLASSICAL ACADEMY	62	222
0850	01	ROTHSAY	84	228
0768	01	HANCOCK	75	235
0584	01	RUTHTON	59	236
4078	07	MN INTERNATIONAL MIDDLE CHARTER	27	239
4038	07	SOJOURNER TRUTH ACADEMY	27	242
4084	07	NORTH SHORE COMMUNITY SCHOOL	69	243
4073	07	ACADEMIA CESAR CHAVEZ CHARTER SCH.	62	246
0497	01	LYLE	50	257
1000	70	PERPICH CENTER FOR ARTS EDUCATION	27	262
0993	52	MINNESOTA RIVER VALLEY SP. ED. COOP	70	264
0036	01	KELLIHER	04	268
2358	01	TRI-COUNTY	35	274
0207	01	BRANDON	21	292
0671	01	HILLS-BEAVER CREEK	67	294
0581	01	EDGERTON	59	296
0306	01	LAPORTE	29	297
0914	01	ULEN-HITTERDAL	14	299
4043	07	MATH & SCIENCE ACADEMY	82	303
0600	01	FISHER	60	305
0261	01	ASHBY	26	306
4018	07	ACHIEVE LANGUAGE ACADEMY	62	306
4029	07	NEW SPIRIT SCHOOLS	62	306
2536	01	GRANADA HUNTLEY-EAST CHAIN	46	307
4065	07	MINNESOTA BUSINESS ACADEMY CHARTER	62	308
0507	01	NICOLLET	52	309
0095	01	CROMWELL-WRIGHT	09	316
0330	01	HERON LAKE-OKABENA	32	320
2527	01	NORMAN COUNTY WEST	54	320
4069	07	WILLIAM E MCGEE INST. OF TECH	62	324
0957	51	OAK LAND VOC. CNTR.	30	327
2759	01	EAGLE VALLEY PUBLIC SCHOOLS	77	343
0238	01	MABEL-CANTON	23	344
0002	01	HILL CITY	01	348
0362	01	LITTLEFORK-BIG FALLS	36	349
0495	01	GRAND MEADOW	50	350

#	dst_tye	Name	dst_cou	enr_k12
0436	01	SWANVILLE	49	358
4032	07	HARVEST PREP SCHOOL/SEED ACADEMY	27	360
0441	01	MARSHALL COUNTY CENTRAL SCHOOLS	45	361
0545	01	HENNING	56	362
0297	01	SPRING GROVE	28	365
0499	01	LEROY	50	366
0229	01	LANESBORO	23	368
0100	01	WRENSHALL	09	374
2215	01	NORMAN COUNTY EAST	54	379
0458	01	TRUMAN	46	381
2171	01	KITTSON CENTRAL	35	383
2886	01	GLENVILLE-EMMONS	24	386
0630	01	RED LAKE FALLS	63	388
2856	01	STEPHEN-ARGYLE CENTRAL SCHOOLS	45	389
0930	53	CARVER-SCOTT EDUCATIONAL COOP.	10	391
0698	01	FLOODWOOD	69	395
0391	01	CLEVELAND PUBLIC SCHOOL	40	397
0640	01	WABASSO	64	399
2754	01	CEDAR MOUNTAIN	64	404
4102	07	MINNESOTA INTERNSHIP CENTER	27	404
0363	01	SOUTH KOOCHICHING	36	405
0487	01	UPSALA	49	415
0242	01	ALDEN	24	416
4077	07	TWIN CITIES INTERNATIONAL ELEM SCH.	27	421
4027	07	HIGHER GROUND ACADEMY	62	427
0803	01	WHEATON AREA SCHOOL	78	432
2887	01	MCLEOD WEST SCHOOLS	43	433
0424	01	LESTER PRAIRIE	43	447
0818	01	VERNDALE	80	449
0414	01	MINNEOTA	42	456
4070	07	HOPE COMMUNITY ACADEMY	62	459
0577	01	WILLOW RIVER	58	462
0786	01	BERTHA-HEWITT	77	465
2888	01	CLINTON-GRACEVILLE-BEARDSLEY	06	469
0195	01	RANDOLPH	19	471
2683	01	GREENBUSH-MIDDLE RIVER	68	471
0004	01	MCGREGOR	01	486
0505	01	FULDA	51	493
2311	01	CLEARBROOK-GONVICK	15	494
0173	01	MOUNTAIN LAKE	17	497
0550	01	UNDERWOOD	56	498
0118	01	NORTHLAND COMMUNITY SCHOOLS	11	504
2884	01	RED ROCK CENTRAL	17	506
0787	01	BROWERVILLE	77	508
0806	01	ELGIN-MILLVILLE	79	516

#	dst_tye	Name	dst_cou	enr_k12
2176	01	WARREN-ALVARADO-OSLO	45	524
0308	01	NEVIS	29	537
2898	01	WESTBROOK-WALNUT GROVE SCHOOLS	17	537
0599	01	FERTILE-BELTRAMI	60	538
0542	01	BATTLE LAKE	56	539
2854	01	ADA-BORUP	54	539
2609	01	WIN-E-MAC	60	542
4008	07	PACT CHARTER SCHOOL	02	553
0062	01	ORTONVILLE	06	557
0820	01	SEBEKA	80	557
0378	01	DAWSON-BOYD	37	558
0547	01	PARKERS PRAIRIE	56	562
4015	07	COMMUNITY OF PEACE ACADEMY	62	562
2835	01	JANESVILLE-WALDORF-PEMBERTON	81	565
0917	06	INTERMEDIATE SCHOOL DISTRICT 917	19	574
0837	01	MADELIA	83	575
2167	01	LAKEVIEW	42	575
0473	01	ISLE	48	577
2159	01	BUFFALO LAKE-HECTOR	65	577
0775	01	KERKHOVEN-MURDOCK-SUNBURG	76	584
0435	01	WAUBUN	44	596
0253	01	GOODHUE	25	598
0891	01	CANBY	87	600
0916	06	N.E. METRO INTERMEDIATE DIST. 916	62	621
0511	01	ADRIAN	53	622
2889	01	LAKE PARK AUDUBON DISTRICT	03	633
0093	01	CARLTON	09	634
0712	01	MOUNTAIN IRON-BUHL	69	634
0601	01	FOSSTON	60	639
0333	01	OGILVIE	33	640
0696	01	ELY	69	645
0091	01	BARNUM	09	647
2198	01	FILLMORE CENTRAL	23	648
0084	01	SLEEPY EYE	08	649
0166	01	COOK COUNTY	16	656
0085	01	SPRINGFIELD	08	657
0075	01	ST. CLAIR	07	659
0811	01	WABASHA-KELLOGG	79	661
0319	01	NASHWAUK-KEEWATIN	31	663
0392	01	LECENTER	40	664
0390	01	LAKE OF THE WOODS	39	670
0213	01	OSAKIS	21	672
0239	01	RUSHFORD-PETERSON	23	688
0500	01	SOUTHLAND	50	693
2890	01	RENVILLE COUNTY WEST	65	712
0763	01	MEDFORD	74	723

#	dst_tye	Name	dst_cou	enr_k12
0485	01	ROYALTON	49	725
0116	01	PILLAGER	11	734
0821	01	MENAHGA	80	734
0432	01	MAHNOMEN	44	740
0553	01	NEW YORK MILLS	56	753
0756	01	BLOOMING PRAIRIE	74	754
0857	01	LEWISTON-ALTURA	85	755
2169	01	MURRAY COUNTY CENTRAL	51	760
0032	01	BLACKDUCK	04	761
0695	01	CHISHOLM	69	761
2071	01	LAKE CRYSTAL-WELLCOME MEMORIAL	07	762
0146	01	BARNESVILLE	14	767
0097	01	MOOSE LAKE	09	769
6072	62	VALLEY CROSSING COMMUNITY SCHOOL	82	770
4020	07	EDISON CHARTER SCHOOL	69	772
2364	01	BELGRADE-BROOTEN-ELROSA	73	779
0739	01	KIMBALL	73	792
0417	01	TRACY	42	810
0480	01	ONAMIA	48	810
2180	01	M.A.C.C.R.A.Y.	12	811
0463	01	EDEN VALLEY-WATKINS	47	816
2342	01	WEST CENTRAL AREA	26	828
2137	01	KINGSLAND	23	841
2396	01	A.C.G.C.	47	844
2365	01	G.F.W.	72	853
2448	01	MARTIN COUNTY WEST	46	858
4017	07	MINNESOTA TRANSITIONS CHARTER SCH	27	871
0299	01	CALEDONIA	28	874
6067	62	EAST METRO INTEGRATION DIST.	62	874
0203	01	HAYFIELD	20	890
0846	01	BRECKENRIDGE	84	892
0150	01	HAWLEY	14	894
2172	01	KENYON-WANAMINGO	25	898
0227	01	CHATFIELD	55	911
2711	01	MESABI EAST	69	916
0294	01	HOUSTON	28	920
2534	01	BIRD ISLAND-OLIVIA-LAKE LILLIAN	65	924
0314	01	BRAHAM	30	927
0881	01	MAPLE LAKE	86	930
2580	01	EAST CENTRAL	58	931
2134	01	UNITED SOUTH CENTRAL	22	944
0177	01	WINDOM	17	956
0139	01	RUSH CITY	13	960
2168	01	N.R.H.E.G.	81	962
0113	01	WALKER-HACKENSACK-AKELEY	11	964
2687	01	HOWARD LAKE-WAVERLY-WINSTED	86	975

#	dst_tye	Name	dst_cou	enr_k12
2143	01	WATERVILLE-ELYSIAN-MORRISTOWN	40	979
0108	01	NORWOOD	10	980
0769	01	MORRIS	75	986
0317	01	DEER RIVER	31	1009
0484	01	PIERZ	49	1010
0394	01	MONTGOMERY-LONSDALE	40	1012
2853	01	LAC QUI PARLE VALLEY	37	1035
6069	62	WEST METRO EDUCATION PROGRAM	27	1043
0738	01	HOLDINGFORD	73	1047
0858	01	ST. CHARLES	85	1050
0162	01	BAGLEY	15	1053
2165	01	HINCKLEY-FINLAYSON	58	1054
2190	01	YELLOW MEDICINE EAST	87	1074
2174	01	PINE RIVER-BACKUS	11	1076
0115	01	CASS LAKE-BENA SCHOOLS	11	1077
0777	01	BENSON	76	1079
0741	01	PAYNESVILLE	73	1098
2125	01	TRITON	20	1101
0023	01	FRAZEE-VERGAS	03	1113
0533	01	DOVER-EYOTA	55	1119
0548	01	PELICAN RAPIDS	56	1119
0743	01	SAUK CENTRE	73	1119
0810	01	PLAINVIEW	79	1130
0099	01	ESKO	09	1137
2805	01	ZUMBROTA-MAZEPPA	79	1172
2895	01	JACKSON COUNTY CENTRAL	32	1179
0840	01	ST. JAMES	83	1218
0255	01	PINE ISLAND	25	1228
2689	01	PIPESTONE AREA SCHOOLS	59	1235
2135	01	MAPLE RIVER	07	1238
0690	01	WARROAD	68	1247
2155	01	WADENA-DEER CREEK	80	1259
2310	01	SIBLEY EAST	72	1278
2184	01	LUVERNE	67	1283
0316	01	GREENWAY	31	1286
2397	01	LESUEUR-HENDERSON	40	1304
0001	01	AITKIN	01	1324
2753	01	LONG PRAIRIE-GREY EAGLE	77	1332
2149	01	MINNEWASKA	61	1335
2164	01	DILWORTH-GLYNDON-FELTON	14	1336
2860	01	BLUE EARTH AREA PUBLIC SCHOOL	22	1338
0182	01	CROSBY-IRONTON	18	1350
0361	01	INTERNATIONAL FALLS	36	1363
2154	01	EVELETH-GILBERT	69	1363
0813	01	LAKE CITY	79	1372
0252	01	CANNON FALLS	25	1373

#	dst_tye	Name	dst_cou	enr_k12
2897	01	REDWOOD AREA SCHOOLS	64	1405
0682	01	ROSEAU	68	1421
2170	01	STAPLES-MOTLEY	77	1429
0186	01	PEQUOT LAKES	18	1435
0716	01	BELLE PLAINE	70	1445
0740	01	MELROSE	73	1449
0593	01	CROOKSTON	60	1456
0129	01	MONTEVIDEO	12	1470
0038	01	RED LAKE	04	1481
0717	01	JORDAN	70	1482
0111	01	WATERTOWN-MAYER	10	1495
0300	01	LACRESCENT-HOKAH	28	1496
0531	01	BYRON	55	1559
0549	01	PERHAM	56	1589
0381	01	LAKE SUPERIOR	38	1618
0745	01	ALBANY	73	1622
0706	01	VIRGINIA	69	1632
0282	01	ST. ANTHONY-NEW BRIGHTON	27	1653
0345	01	NEW LONDON-SPICER	34	1655
0051	01	FOLEY	05	1664
0578	01	PINE CITY	58	1664
0309	01	PARK RAPIDS	29	1670
0286	01	BROOKLYN CENTER	27	1681
0883	01	ROCKFORD	86	1714
2859	01	GLENCOE-SILVER LAKE	43	1723
0287	06	INTERMEDIATE SCHOOL DISTRICT 287	27	1736
0534	01	STEWARTVILLE	55	1736
0595	01	EAST GRAND FORKS	60	1744
0704	01	PROCTOR	69	1790
0876	01	ANNANDALE	86	1799
2752	01	FAIRMONT AREA SCHOOLS	46	1822
0508	01	ST. PETER	52	1836
0465	01	LITCHFIELD	47	1888
0332	01	MORA	33	1904
0912	01	MILACA	48	1919
0204	01	KASSON-MANTORVILLE	20	1944
0879	01	DELANO	86	1958
0700	01	HERMANTOWN	69	1977
0829	01	WASECA	81	1999
0564	01	THIEF RIVER FALLS	57	2014
0413	01	MARSHALL	42	2187
0277	01	WESTONKA	27	2219
0088	01	NEW ULM	08	2243
0518	01	WORTHINGTON	53	2276
2142	01	ST. LOUIS COUNTY	69	2283
0094	01	CLOQUET	09	2289

#	dst_tye	Name	dst_cou	enr_k12
0750	01	ROCORI	73	2291
0466	01	DASSEL-COKATO	47	2319
0014	01	FRIDLEY	02	2498
0726	01	BECKER	71	2506
0278	01	ORONO	27	2520
0110	01	WACONIA	10	2549
0701	01	HIBBING	69	2565
0022	01	DETROIT LAKES	03	2647
0544	01	FERGUS FALLS	56	2718
0482	01	LITTLE FALLS	49	2749
0748	01	SARTELL	73	2877
0256	01	RED WING	25	2885
0013	01	COLUMBIA HEIGHTS	02	2963
0423	01	HUTCHINSON	43	3001
0832	01	MAHTOMEDI	82	3053
0721	01	NEW PRAGUE AREA SCHOOLS	70	3101
0006	03	SOUTH ST. PAUL	19	3159
0727	01	BIG LAKE	71	3262
0477	01	PRINCETON	48	3389
0241	01	ALBERT LEA	24	3525
2144	01	CHISAGO LAKES	13	3540
0047	01	SAUK RAPIDS	05	3606
0199	01	INVER GROVE HEIGHTS SCHOOLS	19	3753
0861	01	WINONA AREA PUBLIC SCHOOLS	85	3811
0659	01	NORTHFIELD	66	3836
0885	01	ST. MICHAEL-ALBERTVILLE	86	3878
0138	01	NORTH BRANCH	13	3879
0882	01	MONTICELLO	86	3882
0318	01	GRAND RAPIDS	31	3912
0656	01	FARIBAULT	66	4034
0206	01	ALEXANDRIA	21	4070
0492	01	AUSTIN	50	4070
0280	01	RICHFIELD	27	4201
0347	01	WILLMAR	34	4206
0283	01	ST. LOUIS PARK	27	4255
0016	01	SPRING LAKE PARK	02	4326
0197	01	WEST ST. PAUL-MENDOTA HTS.-EAGAN	19	4672
0031	01	BEMIDJI	04	4839
0761	01	OWATONNA	74	4903
0911	01	CAMBRIDGE-ISANTI	30	4949
0720	01	SHAKOPEE	70	5135
0200	01	HASTINGS	19	5159
0152	01	MOORHEAD	14	5293
0877	01	BUFFALO	86	5411
0192	01	FARMINGTON	19	5527
0015	01	ST. FRANCIS	02	5908

#	dst_tye	Name	dst_cou	enr_k12
0719	01	PRIOR LAKE-SAVAGE AREA SCHOOLS	70	5919
0623	01	ROSEVILLE	62	6271
0077	01	MANKATO	07	6848
0012	01	CENTENNIAL	02	6950
0181	01	BRAINERD	18	7075
0273	01	EDINA	27	7263
0831	01	FOREST LAKE	82	7479
0276	01	MINNETONKA	27	7543
0112	01	CHASKA	10	8113
0270	01	HOPKINS	27	8169
0624	01	WHITE BEAR LAKE	62	8653
0834	01	STILLWATER	82	8668
0742	01	ST. CLOUD	73	9530
0284	01	WAYZATA	27	9587
0272	01	EDEN PRAIRIE	27	9974
0271	01	BLOOMINGTON	27	10386
0621	01	MOUNDS VIEW	62	10530
0194	01	LAKEVILLE	19	10634
0191	01	BURNSVILLE	19	10714
0709	01	DULUTH	69	10772
0728	01	ELK RIVER	71	10772
0622	01	NORTH ST PAUL-MAPLEWOOD	62	11106
0281	01	ROBBINSDALE	27	13233
0833	01	SOUTH WASHINGTON COUNTY	82	15727
0535	01	ROCHESTER	55	15995
0279	01	OSSEO	27	21337
0196	01	ROSEMOUNT-APPLE VALLEY-EAGAN	19	27977
0001	03	MINNEAPOLIS	27	39902
0625	01	ST. PAUL	62	40554
0011	01	ANOKA-HENNEPIN	02	41028

Appendix F

Frequency Table of Demographic Questions of School Board Management Styles and
Outcomes Survey

Frequency Table of Demographic Questions of School Board Management Styles and
Outcomes Survey (N = 50).

	QUESTIONS	VALID PERCENT %
1.	Number of males completing the survey?	74
2.	Number of females completing the survey?	26
3.	Number of school boards where there are no males on the school board?	0
4.	Number of school boards where one male serves on the school board?	2
5.	Number of school boards where two males serve on the school board?	16
6.	Number of school boards where three males serve on the school board?	12
7.	Number of school boards where four males serve on the school board?	38
8.	Number of school boards where five males serve on the school board?	14
9.	Number of school boards where six males serve on the school board?	12
10.	Number of school boards where seven males serve on the school board?	6
11.	Number of school boards where there are no females on the school board?	6
12.	Number of school boards where one female serves on the school board?	18
13.	Number of school boards where two females serve on the school board?	24
14.	Number of school boards where three females serve on the school board?	26
15.	Number of school boards where four females serve on the school board?	12
16.	Number of school boards where five females serve on the school board?	14
17.	Number of school boards where six females serve on the school board?	0
18.	Number of school boards where seven females serve on the school board?	0
19.	Two or less years of experience by the superintendent in the respondent's school district?	14
20.	Three to four years of experience by the superintendent in the respondent's school district?	24
21.	Five to six years of experience by the superintendent in the respondent's school district?	22

Frequency Table Continued.

	QUESTIONS	VALID PERCENT %
22.	Seven or more years of experience by the superintendent in the respondent's school district?	40
23.	Districts where school board members serve on a curriculum team?	75
24.	Respondents who have children attending the school district?	48
25.	Participants who are alumni of the district?	50
26.	Two or less years of experience by the respondent on the school board?	3.6
27.	Three to five years of experience by the respondent on the school board?	12.7
28.	Five to seven years of experience by the respondent on the school board?	20
29.	Seven or more years of experience by the respondent on the school board?	63.6

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