

The Relationship Between School Board Governance Behaviors and Student Achievement

Ivan Lorentzen, 2013

Boardsmanship elements found to have statistically significant relationships with student achievement (note: 96 standards, benchmarks and key indicators were assessed):

1. Conduct board and district business in a fair, respectful and responsible manner
2. Commit to a clear and shared purpose
3. Ensure that the board is open to the public and seeks divergent perspectives in the decision-making process
4. Set goals for improvement
5. Respect roles and responsibilities of the board and superintendent
6. Use written protocols for member interactions
7. Adopt policies based on the belief that all students can achieve at high levels
8. Promote continuous improvement throughout the district
9. Work to achieve mutual trust and commitment
10. Pursue board self-development through study sessions
11. Set and communicate high expectations for student learning
12. Articulate the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources
13. Continually monitor progress toward the goals and outcomes of the district plan
14. Establish policy requiring rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards
15. Have a long-term facilities plan in place for construction and maintenance
16. Provide for evaluation of district operations to ensure there is an efficient and effective learning environment
17. Seek public input during the budget process
18. Regularly monitor the budget and fiscal status of the district
19. Evaluate the superintendent on clear and focused expectations
20. Communicate performance expectations for the superintendent to the community