THE EFFECT OF STATE ASSOCIATIONS
ON SCHOOL BOARD GOVERNANCE

By LuAnn Bird

Historically, boards of education spent their time on budgets, buildings and managing political disputes. Student performance was delegated to the administration. With the creation of district-wide standards, measures, and assessments, school boards are now held accountable for the performance of students. Recent research links board actions to classroom performance. School board members are trained by their state associations. An analysis of the current Alabama Association of School Board's Academy shows that participation in the program does not lead to higher board performance or improved student achievement. The findings suggest the Association's plans to define board behaviors and actions that lead to higher student performance and identify and measure specific learning outcomes to use in updating the training program may be necessary. Since state associations play an important role in providing support to local school boards, more research is needed to identify effective training services.

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ON SCHOOL BOARD GOVERNANCE

by

LuAnn Bird

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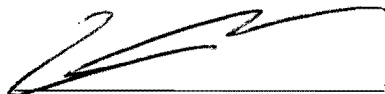In Partial Fulfillment of the Requirements
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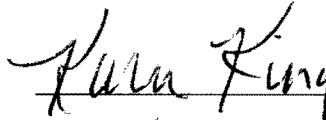Masters of Public Administration

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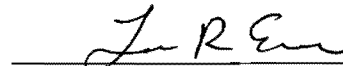
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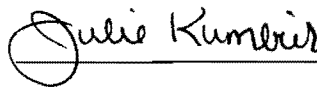_____ Advisor

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INTRODUCTION

Dissatisfaction with public education in America is substantial (Gallup Poll, 2008). In the August 2008 Gallup Poll, 53% of Americans are dissatisfied with the quality of education students receive in the United States. As a result, educational reform tends to be at the top of most political agendas. President Barack Obama is making improving public schools a priority in his administration (Alyson Klein, 2008). Parents, teachers, school administrators, school boards, and legislators are all seeking ways to improve the performance of our children. Studies have sought to identify factors that influence student learning such as race, socioeconomic status, class size, teacher qualifications, and school management (Dibner & Suykes, 2009; Samples, 2009; Swanson, 2009; Willie, 2001). From this research have come many policy recommendations including lowering class sizes, adopting higher standards, creating charter schools, and allowing parents to send their children to private schools with public school vouchers (Goodman & Zimmerman, 2000). Under No Child Left Behind, a major policy reform, school boards are required to insure that 100% of their students are at least at the proficient level on standardized tests in reading and math by the year 2014 (Jorgensen & Hoffmann, 2003).

Very little research, however, examines the impact of school district governance on the performance of students. Although there are educational mandates from the federal and state governments, it is the local school board that has the primary responsibility to determine what programs will be offered, what goals will be set for

student performance, how much money will be spent, and who will provide the

educational leadership (National School Boards Association, 2006). Researchers Wong

and Shen's work on mayoral takeovers points to a loss of confidence in the local school

board's ability to raise the bar for our nation's public school children (Wong & Shen,

2007). Recognizing the need to be more effective, these elected and appointed school

officials look for help from their state school board association to develop leadership

skills. In 2008, the National School Boards Association (NSBA) reported that 97.8% of

school board members were served through their district's membership in their state

school board association (Partoyan & Longino, 2008). This research examines the affect

participation in these organizations has on school board actions that, in turn, could lead to

higher student achievement. Board leadership is critical to improving our local schools.

THEORY AND LITERATURE REVIEW

Research on the effectiveness of school boards is still largely based on expert opinions rather than through carefully designed studies with very little work linking board performance to student achievement. Using primarily a variety of experts, Deborah Land in 2002 identified characteristics of effective boards in four key areas: (a) appropriate overarching foci on student achievement; (b) good relations with the superintendent, colleagues on the board, other local organizations, local and state government, and the public; (c) effective performance in policy making and leadership, and budgeting; and (d) adequate evaluation and training (Land, 2002).

The National School Boards Association's (NSBA) *Key Works of School Boards* states that there are eight key leadership areas that guide the work of the board: vision, standards, assessment, accountability, alignment, climate, collaborative relationships, and continuous improvement (Gemberling, 2000). In addition, boards need to know how to set policy, hire and evaluate the chief executive, set and evaluate plans and goals, provide adequate financial resources and facilities, set standards for student learning, communicate with constituencies, and advocate for their children (National School Boards Association, 2006). Prior to 2000, the NSBA defined the role of school boards as providing leadership in four areas: vision, structure, accountability, and advocacy (Amundson, 1996).

Carver claims a corporate governance model will work for school boards as well (Carver, 1997). In his work he emphasizes the policy-making role of the board. Included

in his model is an evaluation of the system's "ends." These would be a series of statements that communicate the boards' expectations on what the organization should produce - student learning - while delegating the "means" or management of the schools to the superintendent (Carver, 2000). According to Carver, boards hold the superintendent accountable for achieving these "ends." "Policy Governance" has become a branded trademarked name. Carver will let districts use that title only if they have received training by one of his consultants. Some boards are using modified versions of his work as a means for improving board performance. When I was serving on a school board in Wisconsin in 1995, we used Carver's work to inform changes in our governance structure in order to better monitor the system, set the direction, and govern by policy. As a consultant for the Wisconsin Association of School Boards in 2006, I worked with a small number of school boards who had also adopted modified forms of Carver's model.

One can draw some similarities from studies on Svara's work on leadership in city governments (Svara, 1990). Svara explains governmental process as the methods officials use to "make public policy decisions, implement them, and manage resources and ongoing operations" (p. 4). He defines the four process categories as mission, policy making, administration, and management; the first three of which are "facets" of governance, and the fourth provides the foundation. Using a "dichotomy-duality model," he describes how city councils and administration potentially share leadership responsibilities. Elected officials dominate in formulating the mission and then play a progressively decreasing role in policymaking and administration with little involvement in management. Administrators dominate in the management category and then play a

progressively decreasing role in administration, policymaking, and mission (Svara, 1990).

Svara's research concludes that this sharing of leadership creates unclear roles and conflict, which can interfere with the delivery of government services. This confusion leads to problems in effectiveness as the city council becomes more reactive, jumping from crisis to crisis as opposed to councils who manage conflict in a constructive proactive manner. The role of the city council is to determine the overall direction of the city by articulation of mission. Svara argues that effectiveness of city government is dependent on the elected officials playing the appropriate dominant role in providing that direction. He states that, "As long as mission is determined by elected officials, then it is less important which group of officials is entrusted with the tasks of policy making and administration provided clear linkages among mission, policy and administration are maintained" (p. 19).

I posit this dichotomy-duality model works for school boards too, with a similar division of leadership and the same difficulties created by the ambiguous line that separates responsibilities between elected officials and administration. The main difference between school boards and city councils is the context in which they work. The state plays a larger role in the formulation of mission, which is to educate students. However, I argue that school boards who understand that they play this larger role in setting the direction for student achievement and act on it should expect to see improved performance in their school districts (Bird, 2002). Boards that are more effective spend time evaluating whether the educational system is accomplishing the mission and set

goals for their districts that focus on improving student performance, as opposed to spending time on the day-to-day operations of the system. A recent case study found a correlation between high performing schools and boards that set goals for educational reform that focused on improving student achievement (Delagardelle, 2000).

In 2000, the Iowa Association of School Boards (IASB) conducted a study to identify what boards do in districts where schools have demonstrated an unusually high level of student performance over time. They selected six districts to study – three that contained one or more schools that ranked very high achieving and three that were ranked very low. Participating districts had similar demographics; and the participants had similar personal histories, occupations, and demographics.

The Iowa results showed similarities and differences in these districts. Similarities included the fact that all participants in the study seemed to care about children. The board/superintendent relationships were all described as "peaceable," and all boards seemed satisfied with their superintendents. All participants showed some confusion about roles when implementing a site-based system, and none of the districts had been able to close the achievement gap for students with special needs. Finally, a high percentage of school board members had grown up in or near the district (Delagardelle, 2000).

Two key differences were identified in their case study. First, in high achieving districts, participants had an elevated belief that all students could learn and the board and staff were constantly looking for ways to improve. Low achieving districts accepted limitations to learning and focused on managing the environment as opposed to

constantly finding ways to improve student achievement. For example, board members accepted characteristics of some of the students as reasons for low performance (Bartusek, 2000).

Using organizational and educational change research and theory, the Iowa team identified the following seven areas to study: shared leadership; focus on improvement; ability to sustain new initiatives; supportive climate for staff; effective staff development; data-driven decision making; and community involvement. In high achieving districts, school board members had an understanding of these school improvement conditions for renewal while board members in low achieving districts were only vaguely aware of these effective practices (Delagardelle, 2000).

Finally, high achieving districts found that the board's goals to improve student achievement could be traced to programs in buildings and in classrooms. In low achieving districts, there was little evidence of the seven initiatives for school renewal at the building level or in the classroom.

The Iowa study did find correlations, but the researchers admit that it cannot claim to show any causal relationship between what school boards do and student achievement. However, it raises the possibility that boards that focus on improving student learning and set their educational goals and policies accordingly may, in fact, have a positive impact on student achievement (Delagardelle, 2000).

As a result of their research, the IASB claims that school boards should set high expectations for student achievement, create the conditions for success, hold the

administration accountable, build public will, and learn as a board team (Iowa Association of School Boards, 2007).

A study by Marzano and Walters found a significant relationship between school district leadership and student achievement. "Our findings indicate that when district leaders effectively address specific responsibilities, they can have a profound, positive impact on student achievement in their districts," according to the researchers (Marzano & Walters, 2006). In their report, superintendents kept the district focused on teaching and learning goals and established professional development for their boards to keep that focus at the governance level as well.

Elmore claimed that a new structure for leadership would be required for schools to be successful under the new system of standards and assessment because the unit of accountability changed from the classroom to the school level (Elmore, 2000). He posited that the institutional structure of schools used to be a model known as the "loose-coupling" where teachers had autonomy in their classroom and could make their own decisions about what students should learn, how they should be taught, how they should demonstrate learning, etc. (p. 6). Teachers were teaching in isolated classrooms with little accountability. Administration managed systems and processes around instruction instead of managing instruction. Under the "loose-coupling" argument, the administrative structure existed to buffer the core of teaching from "outside inspection, interference or disruption." From time to time there became pockets of excellence in classrooms; however, because of the lack of connection to the larger system, best practices remained episodic.

According to Elmore, school boards, on the other hand, were to make decisions around budgets, facilities and disruptions that occurred. In doing so, the focus was on creating and maintaining the public's confidence in public education. Politics played a major role in the board creating policies on many issues that did not address teaching and learning. This theory became known as the "logic of confidence" where school boards acted as the buffer between constituents and schools. The business of educating students was left up to the "experts" in the classroom. Elmore points out that standards based reform is at odds with the "logic of loose-coupling" and that leaders no longer buffer but instead should set goals that improve teaching and learning (Elmore, 2000).

Elmore's argument would conclude that if education leaders can change the structure in their schools to focus on the core of teaching and learning as opposed to managing budgets and public perception, student achievement should improve. Boards can move from having episodic improvements in isolated classrooms or buildings to seeing system-wide large-scale increases in student performance through effective leadership.

The Iowa study shows how boards can take actions that create the conditions for school renewal that lead to improvements in student performance (Delagardelle, 2000). Elmore states that board leadership needs to adapt to holding school districts accountable for improving student test assessment results (Elmore, 2000). The Carver and NSBA models show similarities in describing the policy making and direction setting role of the board while delegating day-to-day operations to the superintendent and the Marzano and Walters study shows that achievement is linked to the governing boards ability to focus

their goals on improving teaching and learning (Carver, 2000; Marzano & Waters, 2006).

Svara's claim that elected city officials should focus more attention on articulating and

achieving mission agrees with the research showing the impact leaders have when they

focus on the mission of public schools--educating all students (Svara, 1990). Literature

on governance and these more recent studies on education leadership provide a

framework for this study to look at the impact of state association training on school

board behavior that can lead to improved student achievement.

SCHOOL BOARD TRAINING

My experience as a school board member and school board consultant found that boards turn to their state associations for information and training on school board governance. When I was first elected to the school board in 1995 in Oshkosh, Wisconsin, I participated in the Wisconsin Association of School Board's (WASB) new board member orientation workshop. Learning the policy-making role of the board at that meeting made me a more effective board member. I attended many of the WASB programs offered during my 6 years on the board. In addition, I used NSBA's Guide to Becoming a Better Board Member to learn more about my role (Admunson, 1996). In 2006 I became a consultant for the WASB and worked with school boards in Wisconsin until I took the position as Director of Board Development for the Alabama Association of School Boards (AASB) in 2008. For more than 3 years I have provided training and consulting services to a variety of school boards in two states.

Funded primarily with membership dues, these associations provide a variety of services to their local school boards including full board consulting and training, conferences and conventions, advocacy, and communications (Partoyan & Longino, 2008). School boards look to their state associations for guidance and direction (NSBA, 2009). In 2008, the NSBA's Biennial Survey reported on average, 97.6 % of board members in a state are affiliated with their school board association (Partoyan & Longino, 2008). There is one school board association in each state.

SCHOOL BOARD GOVERNANCE IN ALABAMA

Funded primarily by sales tax, Alabama's 744,000 public school students are governed by a mix of elected and appointed school boards and superintendents in 133 local school systems (Table 1). In addition, there are four appointed boards that govern specialty school systems including the Alabama High School of Math and Science, Alabama Institute for the Deaf and Blind, Alabama School of the Fine Arts, and the Alabama Youth Services Department; and there is an elected State Board of Education that appoints the State Superintendent of Schools. Table 1 outlines the political governance structure of school boards in Alabama.

Table 1

Types of School Boards in Alabama

| | School Boards | | Superintendents | |
	Elected	Appointed by the City Council	Elected	Appointed by the School Board
67 County Systems	67 (100%)	0 (0%)	39 (58%)	28 (42%)
66 City Systems	20 (30%)	46 (70%)	0 (0%)	66 (100%)

In 2008, Education Week's Quality Counts Report gave Alabama an F in K-12 achievement, which measures student performance in reading and math, the graduation rate and results from Advanced Placement exams (Editorial Projects in Education Research Projects, 2008). Poverty is high with 61% of the State's school children in free

and reduced lunch programs. Alabama demographics also showed that in 2006-07, 60% of the student population was White and 36% Black (Alabama State Department of Education, 2008). The other 4% includes a small number of Hispanic, Asian, American Indian and unknown.

Founded in 1949, the AASB's mission is to develop excellent school board leaders through training, advocacy and services. Services available include boardmanship training, government relations, policy review and analysis, risk management, and practical publications. For the past several years all of the school boards in the state of Alabama have become members. About 90% of our members participate in the various services offered. In 1986, the Association created a School Board Member Academy designed to improve education governance. Board members are automatically enrolled in the program and can achieve awards by accumulating hours earned from attending events. Awards are based on achieving levels of participation:

- Level I requires 25 hours
- Level II requires 50 hours
- Level III requires 75 hours
- Level IV requires 100 hours plus participation in all eight core Academy courses.
- Master requires Level IV, 15 additional Academy Hours and one additional core course
- Master's Honor Roll requires five consecutive Master awards

To achieve Level 4 and above, board members must attend all eight of the following core courses:

- Leadership 1 (board basics)

- Leadership 2 (board basics)

- Leadership for Financial Accountability

- Leadership for Developing Highly Effective Staff

- Leadership for Academic Achievement

- Leadership for Creating the Optimal Learning Environment

- Leadership for Policy and Planning

- Leadership for Community Engagement.

No program evaluation has been conducted to measure the effectiveness of the Academy. This paper examines the effect the School Board Member Academy has on school board performance in key governance areas and on student achievement.

HYPOTHESIS AND METHODOLOGY

A common theme throughout the literature on public school board leadership shows that there are key governance areas that impact the board's performance. School boards join state associations to learn more about these governing roles that research shows lead to conditions in the school system that improve student performance. In Alabama, boards participate in the AASB School Board Member Academy. Two hypotheses will be tested. One examines the relationship between the AASB School Board Member Academy training program and board behavior. The second examines the impact participant's training has on student performance.

> Hypotheses 1: School board members who participate in AASB training programs perceive their board to be performing at higher levels in key performance areas in their systems.

> Hypothesis 2: School board members who participate in AASB training programs have higher levels of student achievement in their systems.

In order to study the impact of state association training on school board behaviors, all school board members and superintendents in the state of Alabama were invited in April 2009 to participate in a 10-minute online survey to measure the effectiveness of the School Board Member Academy. Respondents had 2 weeks to complete the survey. Two reminder emails were sent to improve the response rate, one at the end of the first week and one a day before the deadline date. It should be noted that we were not able to reach a small number of board members who do not have emails.

A total 101 of 784 or 13% of our board members responded to the survey (Table 2). Participating board members represented 58% or 77 of the school systems in Alabama (Table 3). Sixty-six percent of the board members in the survey are elected and 34% are appointed matching exactly the percentages of elected verses appointed in the state (Table 4).

Table 2

Survey Participants

	Total in Alabama	Total Participants	% Represented in the Study
Board members	784	101	13%
Superintendents	133	13	10%
Total	917	114	12%

Table 3

Alabama School Systems Represented in the Study

Type of school system	No. in State	No. in the Study	% Represented in the Study
County school systems	67	33	43%
City school systems	66	44	57%
Total	133	77	58%

Table 4

Elected Versus Appointed School Board Members in Alabama

	Board Members Elected	Appointed by the City Council
67 County Systems	374	0
66 City Systems	114	237
Total	488 (67%)	237 (33%)

In terms of achievement in the Academy, the survey represents a similar amount in Levels I, II, and III but there are only 10% in the survey below Level I as compared to 37% of the general population. We also find a difference in Level IV and above with 36% of the survey respondents as compared to only 20% in our general membership. There would be some bias in the responses as this survey represents a higher percentage of board members participating in the Academy as compared to the AASB general membership (Table 5). This study would represent a more experienced group of board members than is present in the state.

Table 5

Levels of Participation in the School Board Member Academy

	Survey Respondents	General Population
Below Level I	10 (10%)	297 (37%)
Level I	15 (15%)	107 (13%)
Level II	13 (13%)	55 (7%)
Level III	27 (27%)	183 (23%)
Level IV and Above	36 (36%)	161 (20%)

The level of achievement in the Academy represents the independent variable for both hypotheses. For purposes of this study, board members were categorized into one of four categories: Level I, Level II, Level III, and Level IV and above. Dependent variables included topics covered in the Academy core conferences that board members are required to attend in order to receive credit hours and move to higher levels. Questions in the survey measured participants' perception of the boards' competence as not very, somewhat, mostly, or very in key areas including leadership for financial accountability, developing highly effective staff, academic achievement, creating the optimal learning environment, policy and planning, and community engagement.

In addition, questions from the Leadership I and II core conferences on board basics included rating the board's performance as excellent, good, fair, and poor in the following key areas: monitoring student achievement, setting the direction for the school system, working together, communicating with key constituents, giving clear direction to

the superintendent, resolving conflict, understanding the role of the board and the

superintendent, and conducting effective and efficient meetings.

In addition to measuring subjective survey data, I analyzed the relationship

between levels of participation in the Academy and student achievement test scores. In

Alabama, school boards administer the Alabama Reading and Math Tests (ARMT) for

students in grades 3-8. Results are reported in four levels with students who score at

level 3 considered meeting the standard and level 4, exceeding the standard. For the

purposes of this study, I used the 2008 test score results. Under the No Child Left

Behind, school boards are expected to get all students at least to level 3. For my

independent variables I combined levels 3 and 4 in the ARMT in order to show the

percent of students who are at least proficient and above. The ARMT provides objective

data to see if participation in the Academy would show a relationship between school

board performance and student performance. Grade 3 and 7 in reading and math were

used. The following list shows the four independent variables:

- Grade 3 Reading--percent of students who were at levels 3 and 4 combined

- Grade 7 Reading--percent of students who were at levels 3 and 4 combined

- Grade 3 Math--percent of students who were at levels 3 and 4 combined

- Grade 7 Math--percent of students who were at levels 3 and 4 combined

Results for the 77 systems represented in this study show large variation in

student performance. In reading grade 3, the lowest scoring systems had only 61% of the

students meeting or exceeding the standards by reaching levels 3 and 4, and the highest

scoring system had 99%. The lowest scoring system in math had only 38% of the students reach those levels while the highest scoring system had 99% (Appendix A).

Grade 7 in reading shows the lowest scoring system had only 58% of their students reach levels 3 and 4 while the highest scoring system reached 99%. In math grade 7 the lowest scoring system had only 25% of their students reach levels 3 and 4 while the highest scoring system reached 97% (Appendix A).

RESULTS

Does training in the Alabama School Board Academy have an effect on school board behavior? When using the subjective survey results, I could find no statistically significant relationship between the level of achievement in the AASB School Board Member Academy and participant's perception of their board's performance. Those who had achieved Level I perceived themselves to be doing as well as those who participated in many of AASB's training events in order to reach Level IV. I ran a statistical analysis and found that in all dependent variables but two – Communicating with Key Constituents and Giving Direction to the Superintendent–there was no statistically significant relationship.

In analyzing the dependent variables from the six core leadership courses, the Pearson's Chi-Square showed the following results: Leadership for Financial Accountability .435; Leadership for Developing Highly Effective Staff .776; Leadership for Academic Achievement .493; Leadership for Creating the Optimal Learning Environment .668; Leadership for Policy and Planning .227; and Leadership for Community Engagement .254. In all cases the number was higher than 0.1 showing no relationship between the effect of training in the Academy and board performance in these core conference areas (Crosstabs in Appendix B).

The results for the key performance areas board members are expected to learn in Leadership I and II (Board Basics), show that board members in Level I in the Academy perceived their boards to be doing as well as those in higher levels. Pearson's Chi-Square

shows a relationship in only 2 of the 10 dependent variables tested–Communicating with Key Constituents .019 and Giving Direction to their Superintendent .024. Dependent variables that had scores of more than 0.1 included Monitoring Student Achievement .401; Setting the Direction for the System .276; Working Together .567; Resolving Conflict .491; Understanding the Role of the Board; .618; Understanding the Role of the Superintendent .346; Effective Meetings .535; and Efficient Meetings .382 (Crosstabs in Appendix B). These results show I would accept the null hypothesis. In all but two of the dependent variables, there was no statistical relationship between school board training in the Academy and board performance in the core conference areas and in key governance areas taught in Leadership I and II.

Analyzing test scores as the dependent variable, I found a relationship between levels of achievement in the School Board Member Academy and student performance in two of the four models. When reviewing the data comparing levels of board participation in the School Board Member Academy and student performance, using the 2008 ARMT reading and math scores in grades 3 and 7, I found boards that were in lower levels in the Academy had higher test score results in two out of the four models than those in higher levels. When I ran an analysis using Pearson's Chi-Square, I found a relationship between school board performance in the Academy in reading grade 3 (.066), and math grade 7 (.007). No statistical relationship was found in reading grade 7 (.277) nor in math grade 3 (.115) (Appendix C).

In reading grade 3 and math grade 7, however, both Kendall's tau-c and Gamma measures show fairly strong but negative associations between these two variables (Table

6). Therefore, I would accept the null hypothesis. Board training in the Academy does

not correlate with higher student achievement.

Table 6

Academy Level and Student Achievement Results

Student Performance Area	Pearson's Chi-Square	Kendall's tau-c	Gamma
Reading 3	.066	-.157	-.295
Reading 7	.245		
Math 3	.115		
Math 7	.007	-.350	-.543

DISCUSSION

Training in the AASB School Board Member Academy reflects what has been known for years. Boards set policy, provide the direction for the school system, hire the superintendent, provide adequate resources, create optimal learning environments, engage the community in their work and are responsible for student achievement. This study reflects that board members at all levels in the Academy would rate their boards as doing well in these areas. Without more specific criteria about what boards are supposed to be doing, participants in the study may not have had enough information to effectively assess their own board's performance. The core conferences are topic based and specific learning outcomes have not been identified. Board members gain hours based on attendance and not performance. This lack of clarity and accountability in the Academy could explain why board members who are at Level I rate their performance the same as those who have completed Level IV. For example, a school board member may consider his/her board as "excellent" at setting the direction for the superintendent when in reality the board has shown no leadership in setting goals for the system. In contrast, a member from a board that has studied their data and set specific goals for the superintendent may also rank themselves as "excellent" in setting the direction.

The School Board Member Academy was designed before the research on board governance and student achievement was available. In the past few years, AASB has incorporated the findings on governing for student achievement into the Academy. The negative relationship between participation in the School Board Member Academy and

student test scores could reflect the fact that the Academy in the past did not put students at the center of board work. The results could also point to the fact that boards that are not satisfied participate more in the AASB training programs than those that are doing well. Board members who have more challenging student populations participate more because they need more help in order to learn how to meet more of their students' learning needs.

Limitations of the study also affect the results. Using an online instrument may have eliminated our long-term board members who are not technologically savvy. In addition, a larger response rate from our members could show different results. This study did not address other demographic factors that can impact learning such as poverty, language barriers, and disability. Some of the low performing systems in this research are located in the black belt region of Alabama where there is a much higher level of poverty. A more in-depth look at other demographic factors is needed.

CONCLUSION

Locally elected or appointed school boards govern public schools across the country, with the exception of a few mayoral takeovers of school districts in large urban areas (Wong & Shen, 2007). These education leaders originally were charged with achieving the mission of providing a free public education for all children in America. Today, however, just "providing" education is not enough. Research highlighting success stories on how to reach students regardless of factors such as parental involvement, race, and socioeconomic status along with public accountability demands due to the movement toward standards based assessment are putting pressure on boards to ensure all students are prepared for the twenty-first century when they graduate (Samples, 2009). It is no longer acceptable to just provide an education; school boards are by federal law required to make sure all students are meeting standards in the basics of reading and math.

Higher expectations for students along with the increased demands for accountability provide the context for change in how state associations provide training to school boards. Education leaders are now held accountable for student performance. New governance skills are necessary to impact learning in the classroom. Research shows that boards can take actions that affect the conditions that lead to higher teaching and learning. Training programs in state associations need to be updated to meet these changing governance needs in order to reach higher levels of performance in our public schools. This research, though limited in scope, points to the fact that the current method

of delivery in Alabama may not be producing the intended results. As of September 2009, 86% of AASB's members participate in the School Board Member Academy. The Association in the past year has added staff in order to provide more full board training. In addition, specific learning outcomes are being defined for each core Academy course along with assessments that measure performance not attendance. The curriculum is being updated with information from the latest research on leadership and governance for higher student achievement.

This study raises the possibility that there may be a relationship between the Alabama Association of School Boards Academy training program and student achievement. It also affirms the need to create an ability-based curriculum with assessments of specific learning outcomes. More study could assist state school board associations in creating training boards based on governance research that helps school boards move beyond providing a public education to ensuring that all of our public school children are prepared for the future.
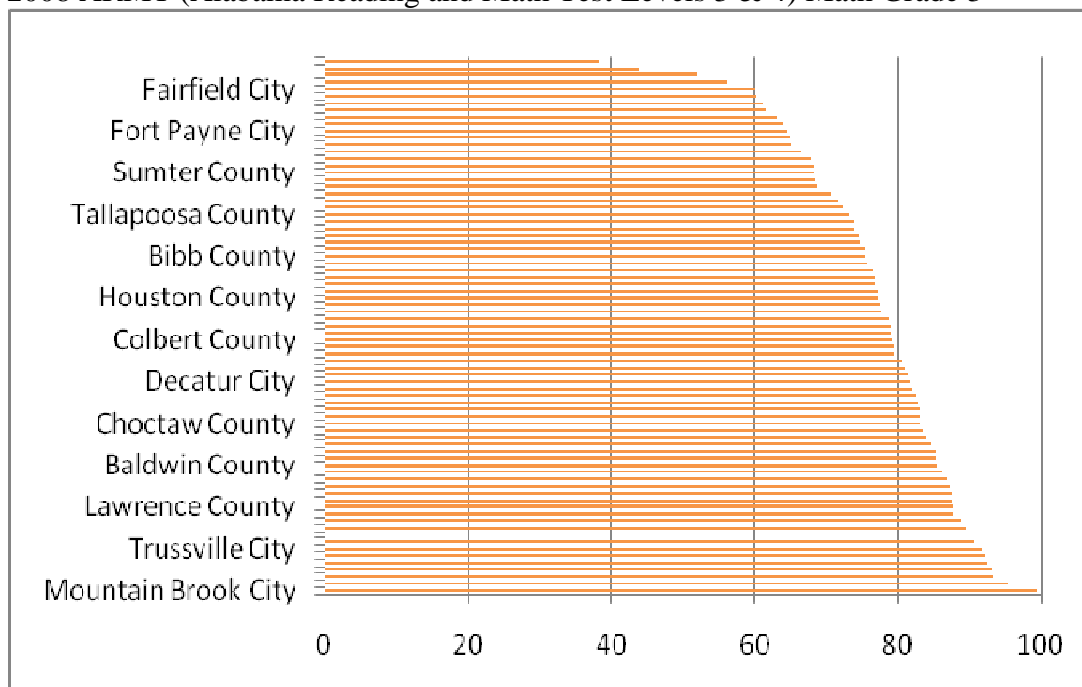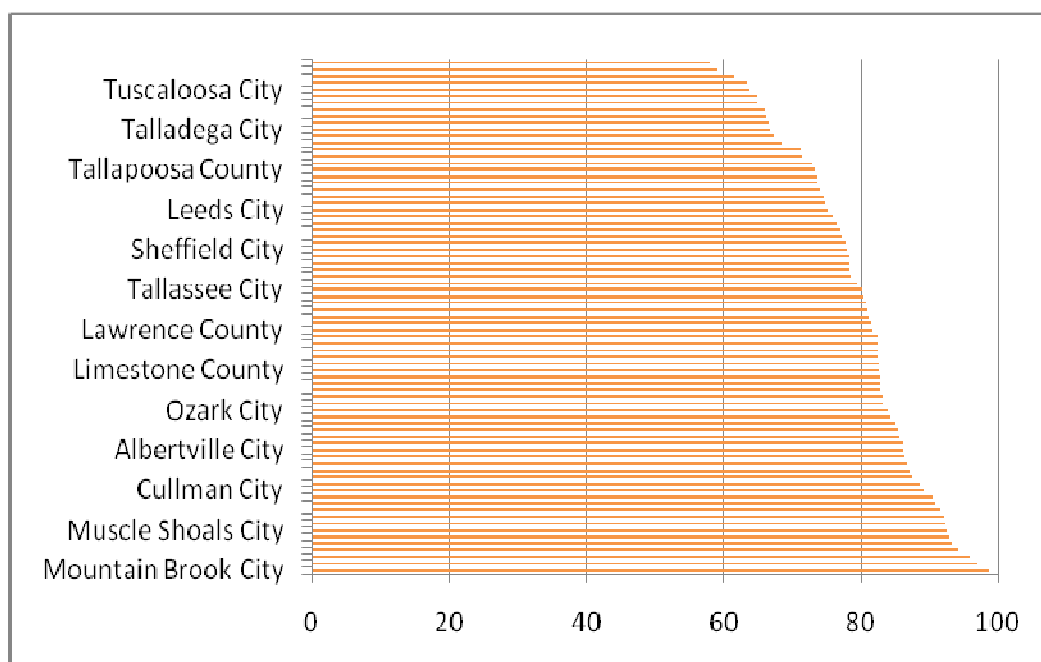
APPENDIX A

Student Achievement Data

2008 ARMT (Alabama Reading and Math Test Levels 3 & 4) Reading Grade 3
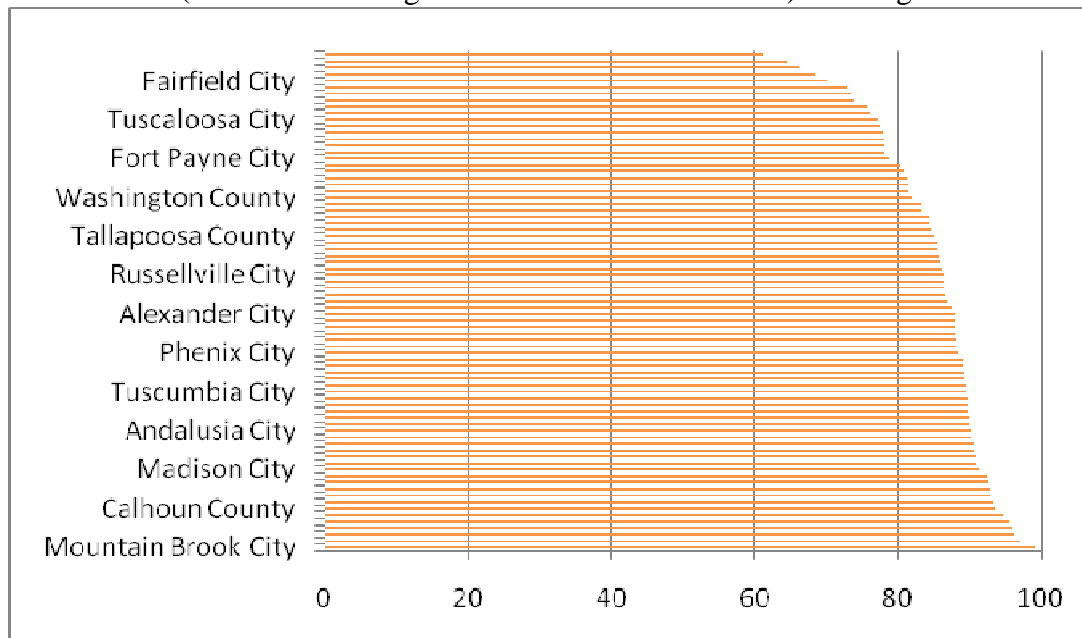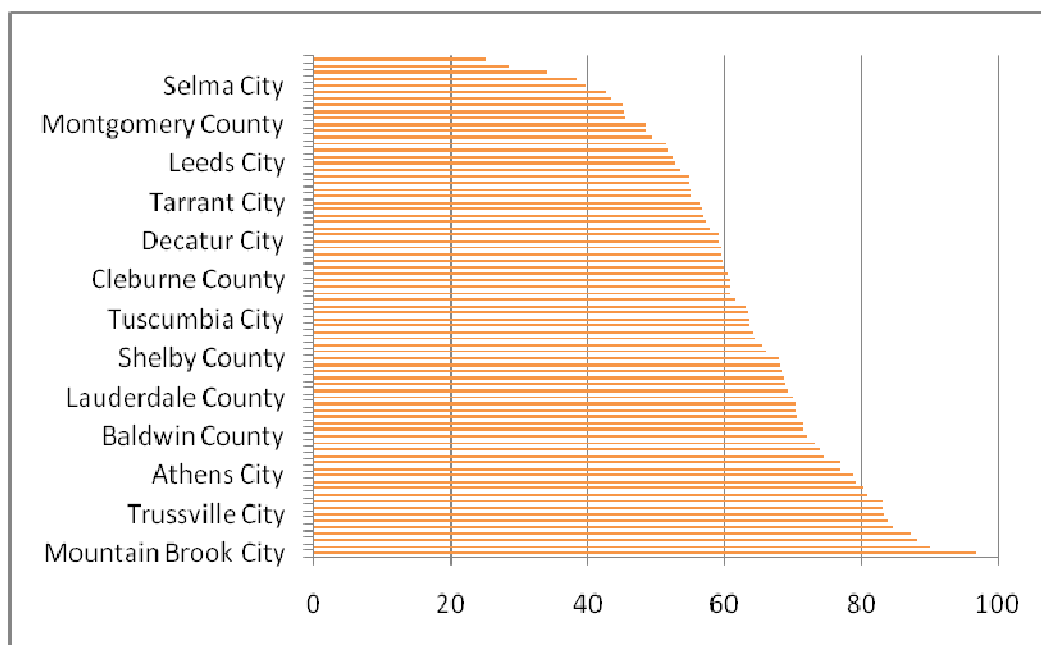

2008 ARMT (Alabama Reading and Math Test Levels 3 & 4) Math Grade 3

2008 ARMT (Alabama Reading and Math Test Levels 3 & 4) Reading Grade 7

2008 ARMT (Alabama Reading and Math Test Levels 3 & 4) Math Grade 7

APPENDIX B

Statistical Analysis Key Performance Areas

Frequencies - School Board Member Academy Levels

Academy Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Level I	15	13.2	16.5	16.5
	Level II	13	11.4	14.3	30.8
	Level III	27	23.7	29.7	60.4
	Level IV and above	36	31.6	39.6	100.0
	Total	91	79.8	100.0	
Missing	System	23	20.2		
Total		114	100.0		

Frequencies - School Board Member Academy Core Courses

Leadership for Financial Accountability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very competent	75	65.8	66.4	66.4
	Mostly competent	23	20.2	20.4	86.7
	Somewhat competent	10	8.8	8.8	95.6
	Not very competent	5	4.4	4.4	100.0
	Total	113	99.1	100.0	
Missing	System	1	0.9		
Total		114	100.0		

Leadership for Highly Effective Staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very competent	40	35.1	35.4	35.4
	Mostly competent	51	44.7	45.1	80.5
	Somewhat competent	22	19.3	19.5	100.0
	Total	113	99.1	100.0	
Missing	System	1	0.9		
Total		114	100.0		

Leadership for Academic Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very competent	50	43.9	44.2	44.2
	Mostly competent	40	35.1	35.4	79.6
	Somewhat competent	19	16.7	16.8	96.5
	Not very competent	4	3.5	3.5	100.0
	Total	113	99.1	100.0	
Missing	System	1	0.9		
Total		114	100.0		

Leadership for the Optimal Learning Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very competent	42	36.8	37.2	37.2
	Mostly competent	47	41.2	41.6	78.8
	Somewhat competent	21	18.4	18.6	97.3
	Not very competent	3	2.6	2.7	100.0
	Total	113	99.1	100.0	
Missing	System	1	0.9		
Total		114	100.0		

Leadership for Policy and Planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very competent	48	42.1	42.5	42.5
	Mostly competent	42	36.8	37.2	79.6
	Somewhat competent	20	17.5	17.7	97.3
	Not very competent	3	2.6	2.7	100.0
	Total	113	99.1	100.0	
Missing	System	1	0.9		
Total		114	100.0		

Leadership for Community Engagement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very competent	31	27.2	27.4	27.4
	Mostly competent	52	45.6	46.0	73.5
	Somewhat competent	19	16.7	16.8	90.3
	Not very competent	11	9.6	9.7	100.0
	Total	113	99.1	100.0	
Missing	System	1	0.9		
Total		114	100.0		

Frequencies - Academy Leadership I and II – Key Performance Areas

Monitoring Student Achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	34	29.8	29.8	29.8
Good	54	47.4	47.4	77.2
Fair	19	16.7	16.7	93.9
Poor	7	6.1	6.1	100.0
Total	114	100.0	100.0	

Setting the Direction for the System

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	48	42.1	42.1	42.1
Good	41	36.0	36.0	78.1
Fair	17	14.9	14.9	93.0
Poor	8	7.0	7.0	100.0
Total	114	100.0	100.0	

Working Together

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	54	47.4	47.4	47.4
Good	35	30.7	30.7	78.1
Fair	16	14.0	14.0	92.1
Poor	9	7.9	7.9	100.0
Total	114	100.0	100.0	

Communicating with Key Constituents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	35	30.7	30.7	30.7
Good	45	39.5	39.5	70.2
Fair	26	22.8	22.8	93.0
Poor	8	7.0	7.0	100.0
Total	114	100.0	100.0	

Giving Clear Direction to the Superintendent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	42	36.8	36.8	36.8
Good	44	38.6	38.6	75.4
Fair	17	14.9	14.9	90.4
Poor	11	9.6	9.6	100.0
Total	114	100.0	100.0	

Resolving Conflict

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	39	34.2	34.2	34.2
Good	48	42.1	42.1	76.3
Fair	20	17.5	17.5	93.9
Poor	7	6.1	6.1	100.0
Total	114	100.0	100.0	

Understanding the Role of the Board

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	43	37.7	37.7	37.7
Good	45	39.5	39.5	77.2
Fair	18	15.8	15.8	93.0
Poor	8	7.0	7.0	100.0
Total	114	100.0	100.0	

Understanding the Role of the Superintendent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	46	40.4	40.4	40.4
Good	44	38.6	38.6	78.9
Fair	16	14.0	14.0	93.0
Poor	8	7.0	7.0	100.0
Total	114	100.0	100.0	

Effective Meetings

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	55	48.2	48.2	48.2
Good	40	35.1	35.1	83.3
Fair	16	14.0	14.0	97.4
Poor	3	2.6	2.6	100.0
Total	114	100.0	100.0	

Efficient Meetings

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	61	53.5	53.5	53.5
Good	36	31.6	31.6	85.1
Fair	12	10.5	10.5	95.6
Poor	5	4.4	4.4	100.0
Total	114	100.0	100.0	

Crosstabs Key Performance Area * Board Training
Financial Accountability* Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
fin_account Very competent	Count		8	10	23	22	63
	% within Academy Level		53.3%	76.9%	85.2%	61.1%	69.2%
Mostly competent	Count		3	2	1	9	15
	% within Academy Level		20.0%	15.4%	3.7%	25.0%	16.5%
Somewhat competent	Count		3	1	2	3	9
	% within Academy Level		20.0%	7.7%	7.4%	8.3%	9.9%
Not very competent	Count		1	0	1	2	4
	% within Academy Level		6.7%	.0%	3.7%	5.6%	4.4%
Total	Count		15	13	27	36	91
	% within Academy Level		100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.133[a]	9	.425
Likelihood Ratio	10.345	9	.323
Linear-by-Linear Association	.160	1	.689
N of Valid Cases	91		

a. 11 cells (68.8%) have expected count less than 5. The minimum
expected count is .57.

Developing Highly Effective Staff * Academy Level

			Academy Level				Total
			Level I	Level II	Level III	Level IV and above	
highly_effect_staff	Very competent	Count	7	5	10	12	34
		% within Academy Level	46.7%	38.5%	37.0%	33.3%	37.4%
	Mostly competent	Count	4	6	13	19	42
		% within Academy Level	26.7%	46.2%	48.1%	52.8%	46.2%
	Somewhat competent	Count	4	2	4	5	15
		% within Academy Level	26.7%	15.4%	14.8%	13.9%	16.5%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.254[a]	6	.776
Likelihood Ratio	3.303	6	.770
Linear-by-Linear Association	.005	1	.942
N of Valid Cases	91		

a. 4 cells (33.3%) have expected count less than 5. The minimum

expected count is 2.14.

Academic Achievement * Academy Level

			Academy Level				Total
			Level I	Level II	Level III	Level IV and above	Total
academic_achieve	Very competent	Count	8	8	11	14	41
		% within Academy Level	53.3%	61.5%	40.7%	38.9%	45.1%
	Mostly competent	Count	3	4	13	13	33
		% within Academy Level	20.0%	30.8%	48.1%	36.1%	36.3%
	Somewhat competent	Count	4	1	2	7	14
		% within Academy Level	26.7%	7.7%	7.4%	19.4%	15.4%
	Not very competent	Count	0	0	1	2	3
		% within Academy Level	.0%	.0%	3.7%	5.6%	3.3%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.419[a]	9	.493
Likelihood Ratio	9.417	9	.400
Linear-by-Linear Association	1.440	1	.230
N of Valid Cases	91		

a. 8 cells (50.0%) have expected count less than 5. The minimum

expected count is .43.

Creating an Optimal Learning Environment * Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
opt_learning_env	Very competent	Count	4	7	8	15	34
		% within Academy Level	26.7%	53.8%	29.6%	41.7%	37.4%
	Mostly competent	Count	7	3	13	14	37
		% within Academy Level	46.7%	23.1%	48.1%	38.9%	40.7%
	Somewhat competent	Count	3	3	6	5	17
		% within Academy Level	20.0%	23.1%	22.2%	13.9%	18.7%
	Not very competent	Count	1	0	0	2	3
		% within Academy Level	6.7%	.0%	.0%	5.6%	3.3%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.702[a]	9	.668
Likelihood Ratio	7.950	9	.539
Linear-by-Linear Association	.316	1	.574
N of Valid Cases	91		

a. 7 cells (43.8%) have expected count less than 5. The minimum

expected count is .43.

Policy and Planning * Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
policy_planning	Very competent	Count	5	6	16	11	38
		% within Academy Level	33.3%	46.2%	59.3%	30.6%	41.8%
	Mostly competent	Count	5	5	8	16	34
		% within Academy Level	33.3%	38.5%	29.6%	44.4%	37.4%
	Somewhat competent	Count	5	2	3	6	16
		% within Academy Level	33.3%	15.4%	11.1%	16.7%	17.6%
	Not very competent	Count	0	0	0	3	3
		% within Academy Level	.0%	.0%	.0%	8.3%	3.3%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.758[a]	9	.227
Likelihood Ratio	12.300	9	.197
Linear-by-Linear Association	.187	1	.666
N of Valid Cases	91		

a. 8 cells (50.0%) have expected count less than 5. The minimum
expected count is .43.

Community Engagement * Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
comm_engage	Very competent	Count	6	5	8	7	26
		% within Academy Level	40.0%	38.5%	29.6%	19.4%	28.6%
	Mostly competent	Count	5	3	15	20	43
		% within Academy Level	33.3%	23.1%	55.6%	55.6%	47.3%
	Somewhat competent	Count	1	4	3	5	13
		% within Academy Level	6.7%	30.8%	11.1%	13.9%	14.3%
	Not very competent	Count	3	1	1	4	9
		% within Academy Level	20.0%	7.7%	3.7%	11.1%	9.9%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.322[a]	9	.254
Likelihood Ratio	11.259	9	.258
Linear-by-Linear Association	.127	1	.721
N of Valid Cases	91		

a. 9 cells (56.3%) have expected count less than 5. The minimum
expected count is 1.29.

Key Performance Areas in Leadership I and II
Monitoring Student Achievement * Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
mon_impr_sa	Excellent	Count	5	7	8	6	26
		% within Academy Level	33.3%	53.8%	29.6%	16.7%	28.6%
	Good	Count	6	5	14	19	44
		% within Academy Level	40.0%	38.5%	51.9%	52.8%	48.4%
	Fair	Count	3	0	4	9	16
		% within Academy Level	20.0%	.0%	14.8%	25.0%	17.6%
	Poor	Count	1	1	1	2	5
		% within Academy Level	6.7%	7.7%	3.7%	5.6%	5.5%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.405[a]	9	.401
Likelihood Ratio	11.302	9	.256
Linear-by-Linear Association	1.927	1	.165
N of Valid Cases	91		

a. 9 cells (56.3%) have expected count less than 5. The minimum

expected count is .71.

Setting the Direction * Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
setting_direction Excellent	Count		4	7	16	11	38
	% within Academy Level		26.7%	53.8%	59.3%	30.6%	41.8%
Good	Count		5	4	7	16	32
	% within Academy Level		33.3%	30.8%	25.9%	44.4%	35.2%
Fair	Count		4	1	4	5	14
	% within Academy Level		26.7%	7.7%	14.8%	13.9%	15.4%
Poor	Count		2	1	0	4	7
	% within Academy Level		13.3%	7.7%	.0%	11.1%	7.7%
Total	Count		15	13	27	36	91
	% within Academy Level		100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.002[a]	9	.276
Likelihood Ratio	12.756	9	.174
Linear-by-Linear Association	.081	1	.776
N of Valid Cases	91		

a. 8 cells (50.0%) have expected count less than 5. The minimum
expected count is 1.00.

Working Together * Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
working_together Excellent		Count	6	7	13	15	41
		% within Academy Level	40.0%	53.8%	48.1%	41.7%	45.1%
	Good	Count	2	4	10	13	29
		% within Academy Level	13.3%	30.8%	37.0%	36.1%	31.9%
	Fair	Count	4	1	3	5	13
		% within Academy Level	26.7%	7.7%	11.1%	13.9%	14.3%
	Poor	Count	3	1	1	3	8
		% within Academy Level	20.0%	7.7%	3.7%	8.3%	8.8%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.673[a]	9	.567
Likelihood Ratio	7.519	9	.583
Linear-by-Linear Association	.783	1	.376
N of Valid Cases	91		

a. 9 cells (56.3%) have expected count less than 5. The minimum
expected count is 1.14.

Communicating With Key Constituents * Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
comm_with_const Excellent		Count	5	7	7	9	28
		% within Academy Level	33.3%	53.8%	25.9%	25.0%	30.8%
	Good	Count	3	2	17	12	34
		% within Academy Level	20.0%	15.4%	63.0%	33.3%	37.4%
	Fair	Count	5	2	3	13	23
		% within Academy Level	33.3%	15.4%	11.1%	36.1%	25.3%
	Poor	Count	2	2	0	2	6
		% within Academy Level	13.3%	15.4%	.0%	5.6%	6.6%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.761[a]	9	.019
Likelihood Ratio	20.854	9	.013
Linear-by-Linear Association	.026	1	.871
N of Valid Cases	91		

a. 9 cells (56.3%) have expected count less than 5. The minimum
expected count is .86.

Give Clear Direction to the Superintendent* Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
clear_dir_sup	Excellent	Count	3	10	10	7	30
		% within Academy Level	20.0%	76.9%	37.0%	19.4%	33.0%
	Good	Count	6	2	13	17	38
		% within Academy Level	40.0%	15.4%	48.1%	47.2%	41.8%
	Fair	Count	3	1	3	7	14
		% within Academy Level	20.0%	7.7%	11.1%	19.4%	15.4%
	Poor	Count	3	0	1	5	9
		% within Academy Level	20.0%	.0%	3.7%	13.9%	9.9%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.091[a]	9	.024
Likelihood Ratio	19.427	9	.022
Linear-by-Linear Association	.531	1	.466
N of Valid Cases	91		

a. 9 cells (56.3%) have expected count less than 5. The minimum
expected count is 1.29.

Resolve Conflict * Academy Level

| | | | Academy Level | | | | |
			Level I	Level II	Level III	Level IV and above	Total
resolve_conflict	Excellent	Count	3	7	9	9	28
		% within Academy Level	20.0%	53.8%	33.3%	25.0%	30.8%
	Good	Count	6	4	13	17	40
		% within Academy Level	40.0%	30.8%	48.1%	47.2%	44.0%
	Fair	Count	5	2	4	6	17
		% within Academy Level	33.3%	15.4%	14.8%	16.7%	18.7%
	Poor	Count	1	0	1	4	6
		% within Academy Level	6.7%	.0%	3.7%	11.1%	6.6%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.433[a]	9	.491
Likelihood Ratio	8.606	9	.474
Linear-by-Linear Association	.052	1	.820
N of Valid Cases	91		

a. 8 cells (50.0%) have expected count less than 5. The minimum
expected count is .86.

Understanding the Role of the Board * Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
und_role_board	Excellent	Count	5	6	10	13	34
		% within Academy Level	33.3%	46.2%	37.0%	36.1%	37.4%
	Good	Count	5	5	13	12	35
		% within Academy Level	33.3%	38.5%	48.1%	33.3%	38.5%
	Fair	Count	2	2	3	8	15
		% within Academy Level	13.3%	15.4%	11.1%	22.2%	16.5%
	Poor	Count	3	0	1	3	7
		% within Academy Level	20.0%	.0%	3.7%	8.3%	7.7%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.181[a]	9	.618
Likelihood Ratio	7.349	9	.601
Linear-by-Linear Association	.021	1	.886
N of Valid Cases	91		

a. 8 cells (50.0%) have expected count less than 5. The minimum
expected count is 1.00.

Understanding the Role of the Superintendent * Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
und_role_sup	Excellent	Count	6	6	9	14	35
		% within Academy Level	40.0%	46.2%	33.3%	38.9%	38.5%
	Good	Count	4	5	16	11	36
		% within Academy Level	26.7%	38.5%	59.3%	30.6%	39.6%
	Fair	Count	3	1	1	8	13
		% within Academy Level	20.0%	7.7%	3.7%	22.2%	14.3%
	Poor	Count	2	1	1	3	7
		% within Academy Level	13.3%	7.7%	3.7%	8.3%	7.7%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.056[a]	9	.346
Likelihood Ratio	10.573	9	.306
Linear-by-Linear Association	.002	1	.968
N of Valid Cases	91		

a. 7 cells (43.8%) have expected count less than 5. The minimum
expected count is 1.00.

Effective Meetings * Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
effective_mtgs	Excellent	Count	5	8	17	14	44
		% within Academy Level	33.3%	61.5%	63.0%	38.9%	48.4%
	Good	Count	7	4	7	13	31
		% within Academy Level	46.7%	30.8%	25.9%	36.1%	34.1%
	Fair	Count	2	1	3	7	13
		% within Academy Level	13.3%	7.7%	11.1%	19.4%	14.3%
	Poor	Count	1	0	0	2	3
		% within Academy Level	6.7%	.0%	.0%	5.6%	3.3%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.995[a]	9	.535
Likelihood Ratio	9.094	9	.429
Linear-by-Linear Association	.222	1	.638
N of Valid Cases	91		

a. 8 cells (50.0%) have expected count less than 5. The minimum

expected count is .43.

Efficient Meetings * Academy Level

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
efficient_mtgs	Excellent	Count	7	7	19	15	48
		% within Academy Level	46.7%	53.8%	70.4%	41.7%	52.7%
	Good	Count	4	6	5	13	28
		% within Academy Level	26.7%	46.2%	18.5%	36.1%	30.8%
	Fair	Count	3	0	2	6	11
		% within Academy Level	20.0%	.0%	7.4%	16.7%	12.1%
	Poor	Count	1	0	1	2	4
		% within Academy Level	6.7%	.0%	3.7%	5.6%	4.4%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.618[a]	9	.382
Likelihood Ratio	11.603	9	.237
Linear-by-Linear Association	.179	1	.672
N of Valid Cases	91		

a. 10 cells (62.5%) have expected count less than 5. The minimum
expected count is .57.

APPENDIX C

Statistical Analysis Student Achievement

Academy Level – Student Achievement
Frequency Tables Reading

reading 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 79.99	26	22.8	23.0	23.0
	Above 80	87	76.3	77.0	100.0
	Total	113	99.1	100.0	
Missing	System	1	0.9		
Total		114	100.0		

reading 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 79.99	47	41.2	41.6	41.6
	Above 80	66	57.9	58.4	100.0
	Total	113	99.1	100.0	
Missing	System	1	0.9		
Total		114	100.0		

Frequency Tables Math

Math 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 69.99	27	23.7	23.9	23.9
	70-79.99	38	33.3	33.6	57.5
	80-100	48	42.1	42.5	100.0
	Total	113	99.1	100.0	
Missing	System	1	0.9		
Total		114	100.0		

math 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 69.99	77	67.5	68.1	68.1
	above 70	36	31.6	31.9	100.0
	Total	113	99.1	100.0	
Missing	System	1	0.9		
Total		114	100.0		

Crosstabs Student Achievement * Board Training
Reading 3 * Academy Level

Crosstab

		Academy Level				Total
		Level I	Level II	Level III	Level IV and above	
reading 3 Below 79.99	Count	0	3	10	10	23
	% within Academy Level	.0%	23.1%	37.0%	27.8%	25.3%
Above 80	Count	15	10	17	26	68
	% within Academy Level	100.0%	76.9%	63.0%	72.2%	74.7%
Total	Count	15	13	27	36	91
	% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.204[a]	3	.066
Likelihood Ratio	10.710	3	.013
Linear-by-Linear Association	3.713	1	.054
N of Valid Cases	91		

a. 2 cells (25.0%) have expected count less than 5. The minimum
expected count is 3.29.

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-c	-.157	.087	-1.809	.071
	Gamma	-.295	.159	-1.809	.071
N of Valid Cases		91			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Reading 7 * Academy Level

Crosstab

			Academy Level				Total
			Level I	Level II	Level III	Level IV and above	
reading 7	Below 79.99	Count	4	3	13	17	37
		% within Academy Level	26.7%	23.1%	48.1%	47.2%	40.7%
	Above 80	Count	11	10	14	19	54
		% within Academy Level	73.3%	76.9%	51.9%	52.8%	59.3%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.153^a	3	.245
Likelihood Ratio	4.327	3	.228
Linear-by-Linear Association	2.957	1	.085
N of Valid Cases	91		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.29.

Math 3 * Academy Level

Crosstab

			Academy Level				
			Level I	Level II	Level III	Level IV and above	Total
Math 3	Below 69.99	Count	1	3	8	10	22
		% within Academy Level	6.7%	23.1%	29.6%	27.8%	24.2%
	70-79.99	Count	6	1	10	15	32
		% within Academy Level	40.0%	7.7%	37.0%	41.7%	35.2%
	80-100	Count	8	9	9	11	37
		% within Academy Level	53.3%	69.2%	33.3%	30.6%	40.7%
Total		Count	15	13	27	36	91
		% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.247[a]	6	.115
Likelihood Ratio	11.870	6	.065
Linear-by-Linear Association	4.675	1	.031
N of Valid Cases	91		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 3.14.

Math 7 * Academy Level

Crosstab

		Academy Level				Total
		Level I	Level II	Level III	Level IV and above	
math 7 Below 69.99	Count	7	6	20	31	64
	% within Academy Level	46.7%	46.2%	74.1%	86.1%	70.3%
above 70	Count	8	7	7	5	27
	% within Academy Level	53.3%	53.8%	25.9%	13.9%	29.7%
Total	Count	15	13	27	36	91
	% within Academy Level	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.144[a]	3	.007
Likelihood Ratio	12.077	3	.007
Linear-by-Linear Association	11.079	1	.001
N of Valid Cases	91		

a. 2 cells (25.0%) have expected count less than 5. The minimum
expected count is 3.86.

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-c	-.350	.101	-3.465	.001
	Gamma	-.543	.130	-3.465	.001
N of Valid Cases		91			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

APPENDIX D

Sample Survey

The AASB School Board Member Academy Survey

We are interested in improving the AASB School Board Member Academy. Names will be kept confidential.

Date:	_____
Name	_____
School Board:	_____
	_____ Appointed _____ Elected
Academy Level	☐Level 1 ☐ Level 2 ☐ Level 3 ☐ Level 4 ☐Master's Level ☐Master's Honor roll ☐ Don't Know
Size of District:	☐ Under 3,000
	☐ 3001 – 9,999
	☐ 10,000 or more
Enrollment growth:	☐ Increasing ☐ Declining ☐ Flat
How many members are on your board?	_____
Member NSBA:	☐ Yes ☐ No
Board President:	_____ No. of years
Board Vice President:	_____ No. of years
Board Member:	_____ No. of years
Superintendent	_____ Number of years in this or like position
	_____ No. of years in education
Strategic plan	☐ Yes ☐ No

How would you describe your Board's competence in its ability provide leadership in the following areas::	Not very competent	Somewhat competent	Mostly competent	Very competent
1. Financial Accountability				
2. Developing Highly Effective Staff				
3. Academic Achievement				
4 Creating the Optimal Learning Environment				
5. Policymaking and Planning				
7 Community Engagement				

On a scale of 1-4 with 4 being excellent and 1 being poor, how would you rate the performance of your board on the following:

	Excellent	Good	Fair	Poor
The board monitors student achievement.	4	3	2	1
The board has a plan for setting the direction for the school system.	4	3	2	1
The board regularly communicates with key stakeholders	4	3	2	1
The board's understanding of its role	4	3	2	1
The board's understanding of the role of the superintendent	4	3	2	1
Giving clear direction to the superintendent	4	3	2	1
Evaluating the superintendent	4	3	2	1

Board professional development	4	3	2	1
Board self-evaluation	4	3	2	1
Working together as a board – teamwork	4	3	2	1
Resolving conflict	4	3	2	1
Effective board meetings	4	3	2	1
Efficient board meetings	4	3	2	1

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