

What You Do Matters:

Using new research to
guide your board to
serve every student and
close opportunity gaps





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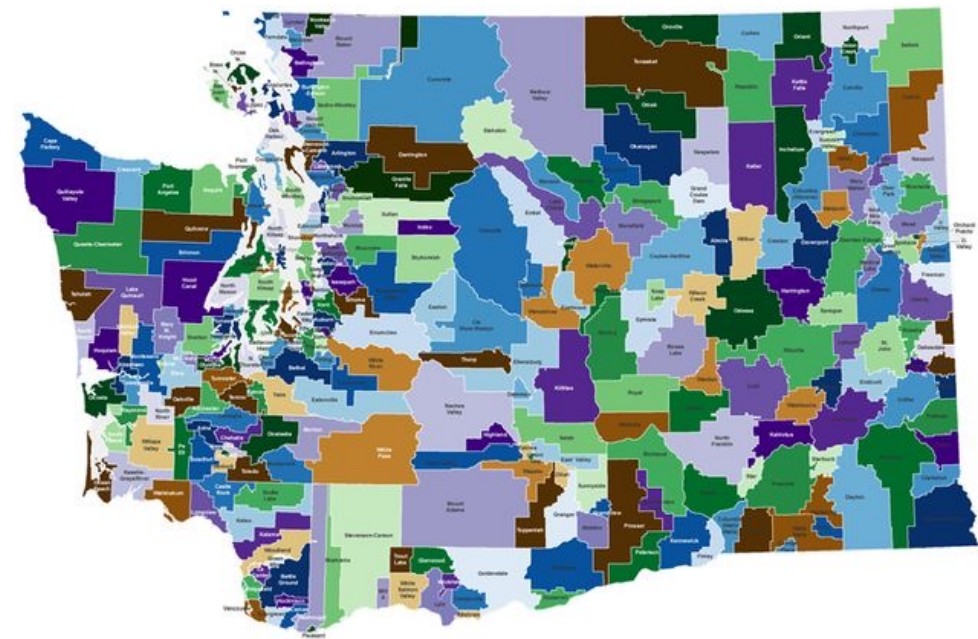
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**Good school board governance
is boring.**





**Good school board governance
is boring.**

**And, it creates the conditions for
students and staff to be
successful.**



This has a positive impact on student outcomes.



This has a negative impact on student outcomes.



Poll: Parents Don't Want Schools to Focus on Culture Wars

EducationWeek®



By [Eesha Pendharkar](#) — January 31, 2023 ⌚ 4 min read

More than two thirds of voters and parents are not worried about teachers indoctrinating kids, pushing a “woke” agenda on them, or teaching “critical race theory...”

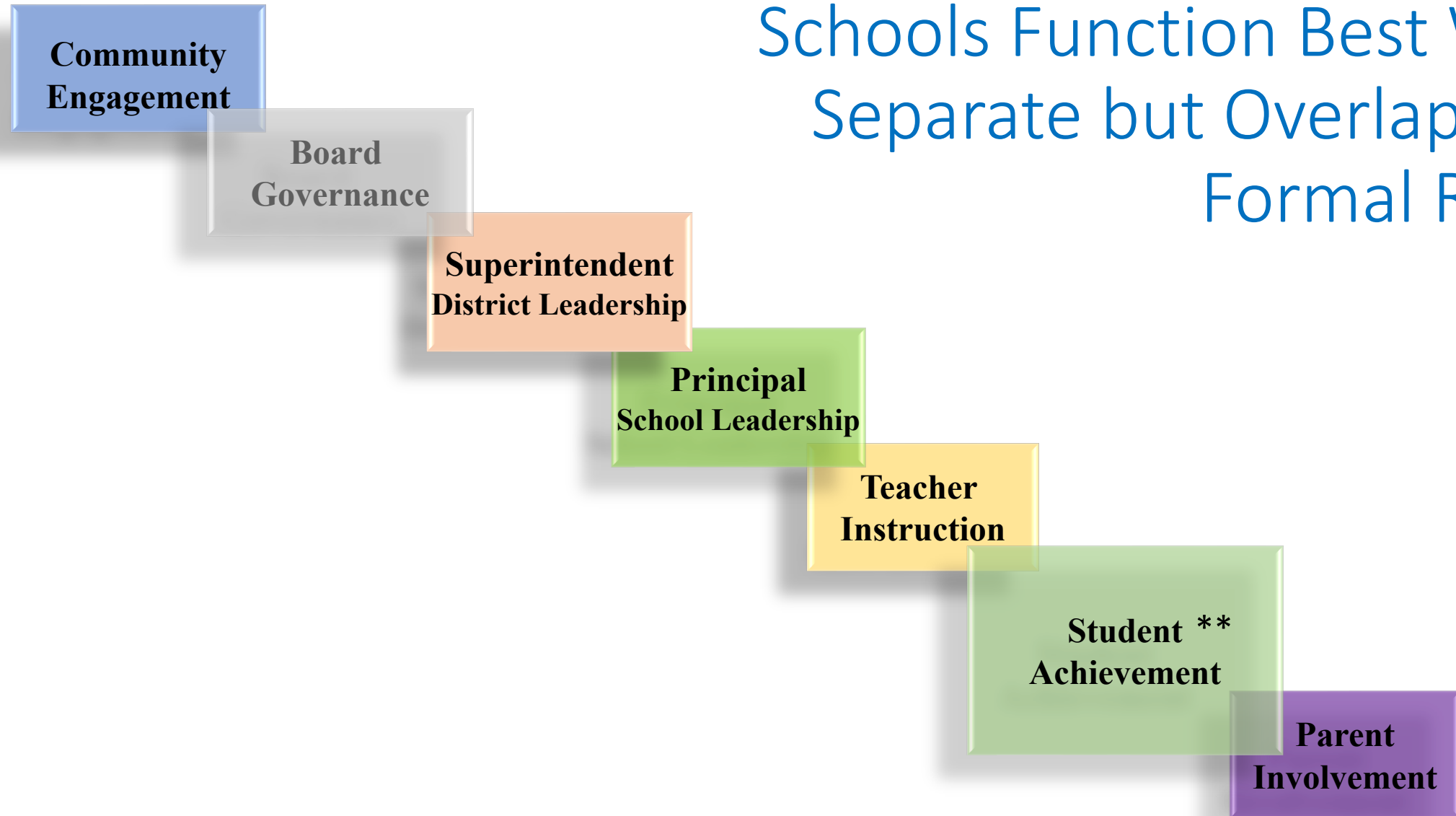
That’s according to a December 2022 poll by the American Federation of Teachers, which collected information from more than 1,500 voters, including 558 parents, about their priorities and areas of concern about public education. The participants in the national poll were evenly split on the political spectrum.

Two-thirds of voters said that these kinds of culture wars distract public schools from their core mission of educating students, according to the poll.

Instead, most parents and voters agreed that districts should focus on providing a safe and welcoming environment for children, ensuring that all children, regardless of background, have the opportunity to succeed, making sure students have strong fundamental skills in reading, math, and science, and developing students’ critical thinking and reasoning skills.



Schools Function Best With Separate but Overlapping Formal Roles



Effective Boardsmanship

**Community
Engagement**



**Board
Governance**

**Superintendent
District Leadership**

How is this measured in WA?

Five core principles of effective boards:

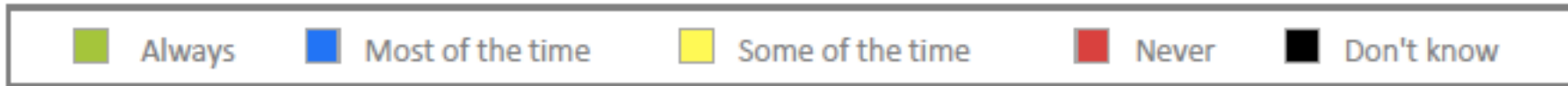
1. Responsible school district governance
2. Communication of and commitment to high expectations for student learning
3. Creating conditions district-wide for student and staff success
4. Holding the district accountable for student learning
5. Engagement of the community in education



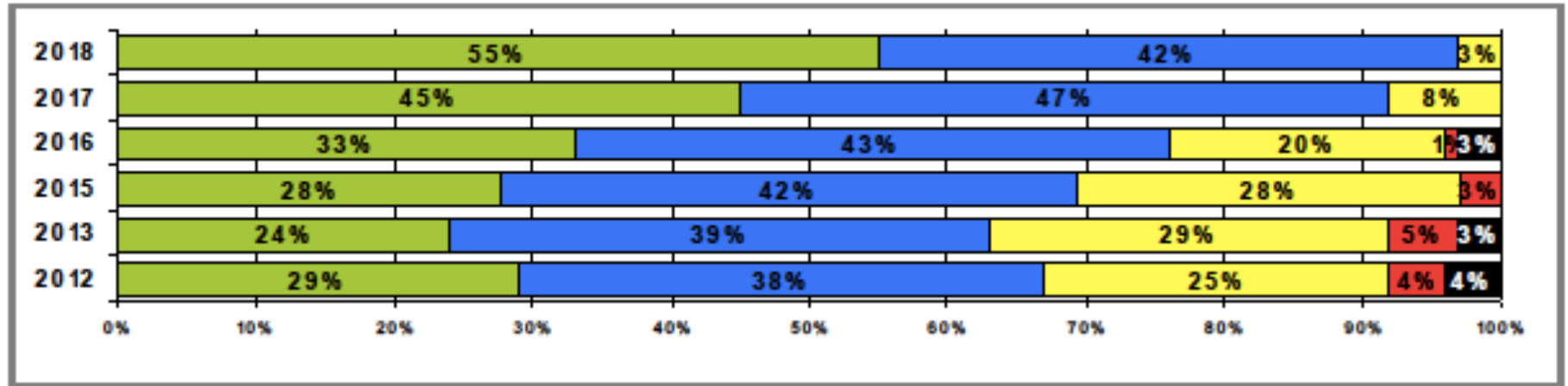
WSSDA Board Self Assessment Survey:

Measures a board's application of the standards

From Standard 1, Benchmark A



Standard 1:
Provide responsible
school district
governance

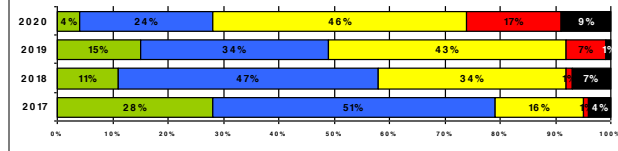


Research Question: Comparing BSAS results to state academic assessments outcomes, is there a relationship between board actions and student success?

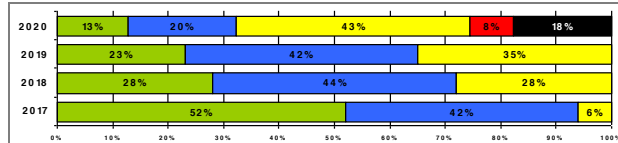
Framework for Governance: Aggregate Data

Always Most of the time Some of the time Never Don't know

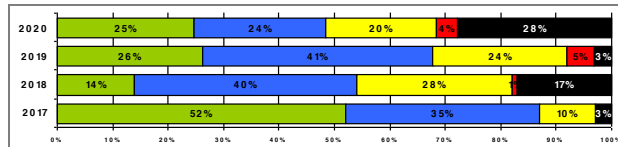
Standard 1:
Provide responsible
school district
governance



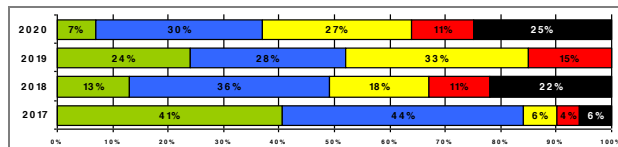
Standard 2:
Set and communicate
high expectations
for student learning
with clear goals and
plans for meeting
those expectations



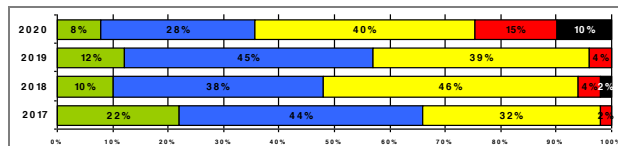
Standard 3:
Create conditions
district-wide for student
and staff success



Standard 4:
Hold school district
accountable for meeting
student learning
expectations



Standard 5:
Engage local community
and represent the values
and expectations they
hold for their schools



Washington State Fall 2021

General (SBA and WCAS) Fall 2021 Results

Alternate (WA-AIM) Fall 2021 Results

English Language
Arts

47.7%

43.1%

Math

30.4%

48.6%

Science

45.8%

24.7%



Washington Office of Superintendent of
PUBLIC INSTRUCTION

INDIVIDUAL School Director Standards

The actions of individuals matter too.

- 1. Values and Ethical Behavior**
- 2. Leadership**
- 3. Communication**
- 4. Professional Development**
- 5. Accountability**
- 6. Commitment to Educational Equity**

The Montana Study (Lorentzen, 2013)

to determine whether
actions by this group
(the school board) ...
(# - BSAS)



...had any effect on
the achievement of
this group (students).
(# - SA Scores)

Low-Achieving Districts & Low-Performing Boards

(Lee & Eadens, 2014, page 9)

Characteristics of low-performing districts' board meetings:

1. Less orderly
2. Less time spent on student achievement
3. Not listening respectfully and attentively to the person speaking
4. Members advancing their own agenda
5. Less good working relationships with the governance team
6. Fewer members relied on the superintendent for advice/input
7. Member, other than the chair, taking excessive meeting time
8. Less focus on policy items



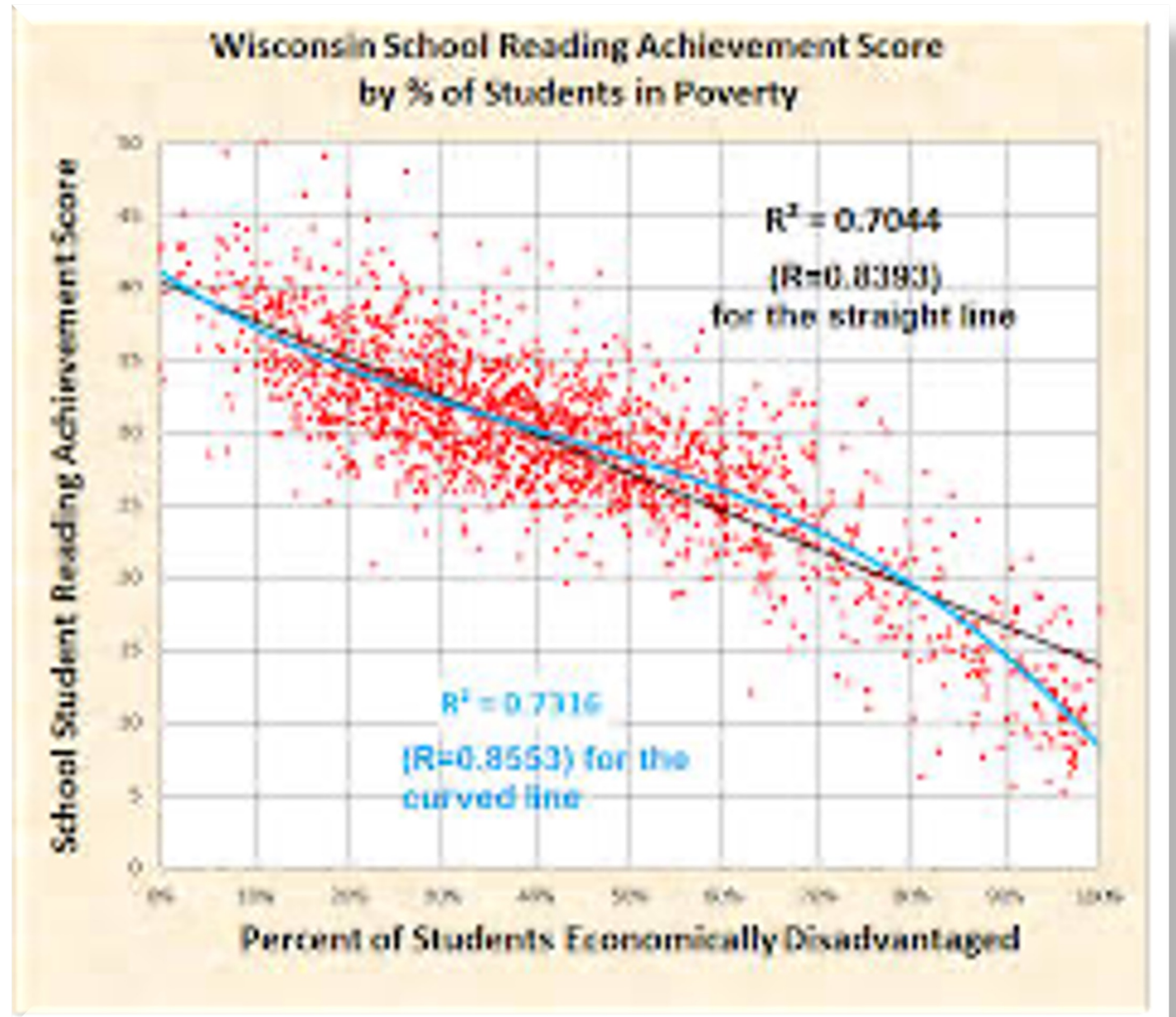
The Standards and Benchmarks (SA) of the Highest Performing Districts

Common to both AYQ 17-18 and AYQ 18-19

Bnch	Std	BSAS Benchmark
6	1	Working as an effective and collaborative team
10	2	Ensuring non-negotiable goals for student achievement for all students that align with goals
13	3	Providing for learning essentials: curriculum, technology, facilities
15	3	Adopting and monitoring annual budget allocating \$\$ based on district goals for student learning
18	4	Measuring student academic progress and needs based on valid and reliable assessments
21	5	Ensuring district information and decisions are communicated community-wide

POVERTY

There is a Negative
Correlation
between Poverty
and Student
Achievement



The Data

- All are high SA Districts
- blue = high SA and large PG**
- red = high SA and small PG**

10th Grade Student Poverty Gaps (PG)

District	SA Mean				Gap Mean	District
A	94.8				12.0	C
B	93.0				11.2	P
C	92.8				9.4	A
D	90.0				9.4	B
E	86.6				6.4	F
F	85.4				6.4	M
G	84.8				6.0	J
H	83.4				6.0	D
I	83.2				5.8	Q
J	81.4				5.2	N
K	81.2				5.2	I
L	80.2				5.0	L
M	80.2				4.8	H
N	80.0				4.6	V
O	79.6				4.6	T
P	76.2				3.4	O
Q	75.8				3.2	G
R	75.2				3.2	E
S	74.6				2.8	W
T	69.2				2.6	S
U	67.8				2.6	K
V	67.0				0.8	R
W	66.8				0.2	U

The Benchmarks for FRL Students

Items of highest effect size common to both AYQ 18 and AYQ 19

Std	Bnch	BSAS Benchmark
1	3	Respecting and advocating mutual understanding of roles and responsibilities of board members and superintendent
2	7	Articulating the conviction that all students can learn regardless of existing circumstances and resources
2	10	Ensuring non-negotiable goals for student achievement are established and align with the districts plan
5	19	Collaborating with families and community, responding to diverse interests and needs, and mobilizing community resources
5	22	Soliciting input from staff and community so a diverse range of interests and perspectives is considered

High Performing Districts with Reportable Populations of Native American Students

“The Power of Community”

Hi-Low Analysis:

Standard 5 – Community - expectations

- Collaboration w/community for high expectations
- Open and accountable w/community
- Communication w/community

Standard 1 – Governance

- Open and accountable w/community
- Conduct board self-assessment

Standard 3 – Conditions

- Keep the community informed

High Performing Districts with Reportable Populations of Black Students

“The Power of High Expectations”

Only one Key Indicator was identified as having effect size scores $\geq .5$

es	KI	Bnch	Std
0.789	24	8	2

Q24 – Communicate its rationale for decisions to the community

Standard 2 - Setting and **communicating high expectations** for student learning with **clear goals and plans** for meeting those expectations, by

Benchmark 8 - leading the **development, articulation, and stewardship of this vision of learning** which is shared by schools and the community, and that the

Key Indicator 24 - rationale for these plans are **shared with the community**.

It appears that students will rise to high expectations when they are stated explicitly and publicly, and plans are developed to accomplish this goal.

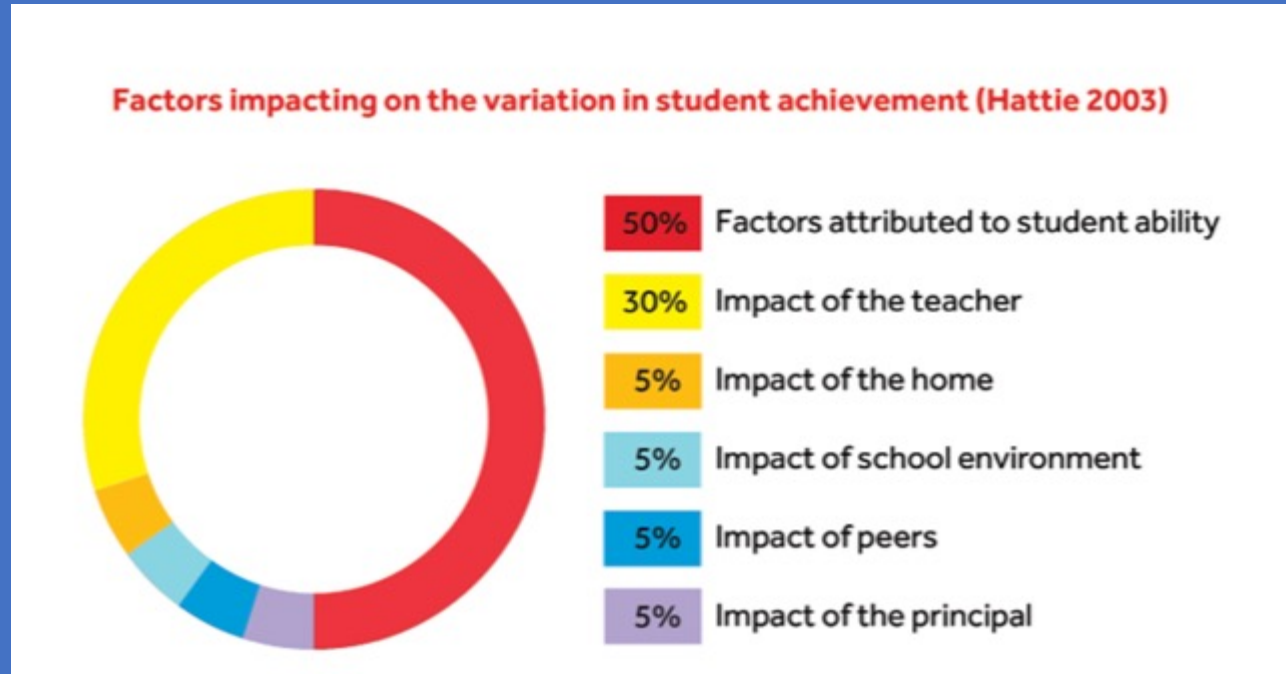
District Improvement Plan:

Addressing Hispanic/Latinx Student Achievement

1. Requires a stable, effective, collaborative governance team
2. Embracing high expectations for all students
3. Having sufficient budget to support educational equity
4. Make extra efforts to communicate with the community

This is something the board does **WITH** the community

Factors Impacting Student Achievement



What if boards are only 2%

The 2% Genetic Difference



PGA Earnings 2021



\$\$ Rank	Earnings	Mean Score	% Difference
1	\$1,477,273	68.3	
3	\$872,000	69	1.02%
115	\$14,931	71.5	4.58%



No Matter Where You
Came From

THIS IS YOUR
TEAM NOW

THESE ARE THE
STATS THAT MATTER



In the Right Hands . . .

Basic Ingredients + PLAN = Endless Possibilities



In the Right Hands . . .

Basic Ingredients

+

PLAN

=

Endless Possibilities

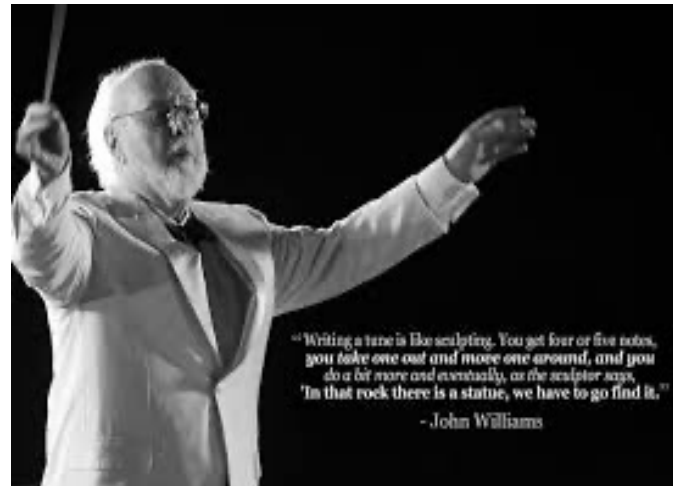
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

DEAR DAD ,
SCHOOL IS REALLY GREAT. I AM
MAKING LOT# of friend# and studying
VERY hard.
WITH ALL my stuff, I simply can't
THINK of anything I need, so if you want,
you can JUST SEND ME A CARD, as
I would love to hear from you.
LOVE,
Your #Dad



Text Hand
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

In the Right Hands . . .



And In the Right Hands . . .



Board Standards:
Governance
Expectations
Conditions for Success
Accountability
Community



Questions?

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