

This paper was downloaded from

The Online Educational Research Journal
(OERJ)

www.oerj.org

OERJ is an entirely internet-based educational research journal. It is available to anyone who can access the web and all articles can be read and downloaded online. Anybody can submit articles as well as comment on and rate articles. Submissions are published immediately provided certain rules are followed.

**West Virginia School Board Association (WVSBA) Perceptions Instrument Final Report:
Findings from Instrument Distribution Across WVSBA Statewide Membership**

Paul E. Chapman
Longwood University

Jerry D. Jones
University of North Carolina at Fayetteville

Micah Fierstein
West Virginia University

Jeff Burgazzoli
West Virginia University

Abstract

There were two goals of this study. The first goal of this study was to elicit, from West Virginia School Board Association (WVSBA) members, what their perceptions of schooling in West Virginia was like from the following perspectives: (a) the student perspective, (b) the parent perspective, (c) the perspective of the professional who worked in the school system, (d) the perspective of the service personnel person who worked in the school system, and (e) the perspective of the community member at-large. The second goal of the study was to find out what WVSBA members thought were the most important skills and knowledge as individual members and as a collective board they should have to be successful in their work. These data reveal varying views on the five perspectives. From the student perspective there was a lack of consensus on the curriculum being rigorous, student graduates being competitive for going to the best colleges, students being competitive in a changing job market, and the best teaching techniques being used in the schools. However, there was strong consensus in the area of students being safe at school. Some of the strongest consensus areas came in what WVSBA members thought were the most important skills and knowledge that board members should have as individuals and as a collective.

Keywords: West Virginia School Board Association (WVSBA), board member perceptions, professional development

Acknowledgements

We are grateful to Dr. Howard O’Cull, Executive Director of the West Virginia School Board Association (WVSBA), for allowing our research team access to the inner workings of the organization. Your guidance and insight into how best to approach this research project was invaluable. Thanks Howard, for keeping us from walking off a cliff in the dark.

We would also like to thank all of the many dedicated public servants who serve on school boards across West Virginia to make education better for all. Your open and candid responses to our enquiry made this work important and gave this project its own life. Our intent was to serve you and the people of West Virginia.

**West Virginia School Board Association (WVSBA) Perceptions Instrument Final Report:
Findings from Instrument Distribution Across WVSBA Statewide Membership**

Introduction

A perceptions instrument was developed based on West Virginia School Board Association (WVSBA) members' responses to focused questions associated with the following perspectives: (a) the student perspective, (b) the parent perspective, (c) the perspective of the professional who worked in the school system, (d) the perspective of the service personnel person who worked in the school system, and (e) the perspective of the community member at-large. A pilot study was conducted using the instrument with a small selected sample of school board members. Data from the pilot study was fed through a reliability calculator, which deduced the correlation coefficient (Cronbach's Alpha Score) of the instrument. An alpha score of .9278 was calculated. The wider state study was conducted by delivering the instrument to 264 WVSBA members. This group represented the population that was accessible via electronic communications. All 55 West Virginia counties were represented in the 139 WVSBA members (52.2%) who responded to the instrument.

What follows is the final report from the state wide study. The state wide findings across each of the five dimensions of the instrument are reported. A section is devoted to a discussion of the findings, and conclusions are drawn with a number of suggestions for possible professional development opportunities aimed at knowledge and skill improvement for WVSBA members.

Findings

Demographics

The *WVSBA Perceptions Instrument* was set up to elicit demographic responses first. There were eight age ranges given for respondents to indicate their ages (see Table 1).

A majority of the respondents 58.27 % were 55 years of age or older.

Table 1

Age Ranges of WVSBA Respondents

Age range	Number of WVSBA respondents	Percentage of total
21 to 26	0	0.00%
27 to 32	3	2.16%
33 to 38	8	5.76%
39 to 44	18	12.95%
45 to 49	8	5.76%
50 to 54	21	15.11%
55 to 59	16	11.51%
60+	65	46.76%
Total	139	100.00%

Current occupation or profession elicited a broad range of responses such as: accountant, administrative aide, attorney, banker, broker, business owner, commercial consultant, dentist, deputy director, dispatcher, doctor, drilling inspector, educator, mine electrician, emergency medical technician, entrepreneur, gas production foreman, health and government grants work, homemaker, insurance agent, journeyman, loan officer, logistics management, landscaping, mine owner operator, pastor, pharmacist, plumber, principal, professor, public relations, restaurant owner, retired, scientist, supervisor, tax consultant, trucker, and veterinarian. More than 50 different responses were recorded.

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

When asked if WVSBA members were retired, 66 or 47.83% responded yes, and 72 or 52.17% indicated they were still working. One respondent did not answer this question.

6

More than 70% of the board members who responded were experienced members. Most of the WVSBA members who responded had three or more years of service on the board (see Table 2).

Table 2

WVSBA Respondents Years of Service on the Board

Years of service range	Number of respondents	Percentage of total
Six months-to-one year	3	2.1%
One-to-two years	31	22.30%
Two-to-three years	6	4.32%
Three-to-four years	22	15.83%
Four-to-five years	5	3.60%
Five or more years	72	51.80%
Total	139	100.00%

The WVSBA respondents were asked to submit what they deemed to be the three biggest issues facing public education in West Virginia. An array of responses were generated from this prompt such as: lack of qualified teachers, poor attendance of teachers and students, low funding and low pay for all school personnel, declining student enrollment, lack of parental support, lack of certified teachers in math, science and foreign languages, poor evaluation procedures for teachers and other personnel, poor grievance procedures, poor student math and science performance, general lack of resources to provide an appropriate education to all (high, middle,

and low performers), no family supports, over regulation for innovation to take place, elected officials care more about their elections than students and their families, the *No Child Left Behind Act* and accountability measures do not focus on student learning, state Department of Education and State School Board over reach and do not let localities run their own schools, and students are not taught to solve problems with knowledge and skills. The variation of the issues pointed out by these WVSBA respondents are consistent with general conversations the research team had with board members throughout the study period.

When WVSBA respondents were asked to consider the one major issue facing the public education system of the United States the responses were as follows: not enough qualified teachers, poor pay across the board, broken homes and lack of family support for young people, the *No Child Left Behind Act* has not worked, and the general apathy of young people in this country. These responses were repeated across the 127 responses elicited.

The Student Perspective

There are seven items in the student perspective dimension of the *WVSBA Perceptions Instrument*. The seven topics covered in this dimension are (a) curriculum rigor, (b) student competitiveness for college entrance, (c) student competitiveness in the job market, (d) use of best teaching techniques, (e) school safety, (f) teachers caring for students, and (g) students getting a world class education. The two items in this dimension that showed a general consensus among the respondents were the issues of school safety (87.41% in agreement) and teachers caring for students (90.30% in agreement). The other five items of the *Student Perspective* domain showed a split in respondents' views (see Table 3).

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

Table 3.

WVSBA Perceptions Instrument-Domain 1: Student Perspective

Item topic	Strongly Disagree-		Disagree-		Agree-		Strongly Agree-	
	(Responses)	%	(Responses)	%	(Responses)	%	(Responses)	%
Curriculum is not rigorous	(6)	4.44%	(64)	47.41%	(56)	41.48%	(9)	6.67%
College competitiveness	(8)	5.88%	(67)	49.26%	(56)	41.18%	(5)	3.68%
Job competitiveness	(7)	5.22%	(52)	38.81%	(72)	53.73%	(3)	2.24%
Best teaching techniques	(5)	3.73%	(49)	36.57%	(75)	55.97%	(5)	3.73%
School safety	(2)	1.48%	(15)	11.11%	(96)	71.11%	(22)	16.30%
Teachers care for students	(0)	0.00%	(2)	1.48%	(93)	68.89%	(40)	29.63%
World class education	(13)	9.77%	(78)	58.65%	(40)	30.08%	(2)	1.50%

The dichotomy of views becomes more apparent when the strongly disagree percentages are added to the disagree percentages and the strongly agree and agree percentages are combined. Nearly half of the WVSBA respondents see the curriculum from a student perspective as being rigorous (48.15%) or not (51.85%). The same can be said about college competitiveness with 44.86% of the respondents believing students are competitive for getting into the best colleges and 55.14% do not believe students are college competitive. The same type of split in view point occurred with WVSBA respondents who believed students were able to compete for jobs was 55.97% while those who held the opposite view was at 44.03%. As the WVSBA respondents considered whether or not teachers used the best teaching techniques from a student’s perspective, a majority (59.70%) thought that it was the case while 40.30% thought that teachers were not using the best teaching techniques. Contradictory to that finding, 68.42% of the respondents did not think that students were getting a world class education while 31.58% of

the respondents thought that students were getting a world class education. This dichotomous thinking held true as a pattern across the domains.

The Parental Perspective

Five items make up the parental perspective dimension of the *WVSBA Perceptions Instrument*. The topics of the dimension are (a) parental access to teachers, (b) parental view of teacher dedication, (c) parental view of school safety, (d) parental view of teachers as role models, and (e) the parental view of world class education. School safety was the only item in this dimension that showed strong agreement where WVSBA respondent members believe that parents think schools are safe with an 81.48% in agreement about parents seeing schools as being safe. The other items of this dimension showed agreement at similar percentage rates (see Table 4).

Table 4.

WVSBA Perceptions Instrument-Domain 2: Parental Perspective

Item topic	Strongly Disagree-		Disagree-		Agree-		Strongly Agree-	
	(Responses)	%	(Responses)	%	(Responses)	%	(Responses)	%
Parental access to teachers	(2)	1.49%	(11)	8.21%	(99)	73.88%	(22)	16.42%
Parental view of teacher dedication	(2)	1.49%	(31)	23.13%	(97)	72.39%	(4)	2.99%
Parental view of school safety	(1)	0.74%	(24)	17.78%	(97)	71.85%	(13)	9.63%
Parental view of teachers as ethical role models	(5)	3.70%	(41)	30.37%	(80)	59.26%	(9)	6.67%
Parental view of a world class education	(11)	8.21%	(79)	58.96%	(43)	32.09%	(1)	0.75%

Parental perspective findings run consistent with how school board members saw some of the same topics from a student view.

The Teacher and Administrator Perspective

Six items make up the teacher and administrator perspective dimension of the *WVSBA Perceptions Instrument*. The topics of the dimension are (a) teacher view of class size being too large, (b) teachers use differentiated instruction, (c) teachers and administrators have access to professional development, (d) teachers have all the new instructional technology, (e) teachers and administrators are motivated to improve their work, and (f) teachers and administrators are collaborative. The WVSBA respondents provide a view that supports the notion that class sizes are larger than teachers would like with a 62.41% of them felt like this was the case by agreeing or strongly agreeing with the statement, *Teachers in our schools believe class sizes are too large* (see Table 5).

Table 5.

WVSBA Perceptions Instrument-Domain 3: Teacher/Administrator Perspective

Item topic	Strongly Disagree-		Disagree-		Agree-		Strongly Agree-	
	(Responses)	%	(Responses)	%	(Responses)	%	(Responses)	%
Teachers view class size as too large	(3)	2.26%	(47)	35.34%	(68)	51.13%	(15)	11.28%
Teachers use differentiated instruction	(2)	1.49%	(20)	14.93%	(104)	77.61%	(8)	5.97%
Teachers and administrators have access to professional development	(4)	2.96%	(21)	15.56%	(75)	55.56%	(35)	25.93%
Teachers have all the new instructional technology	(8)	5.97%	(46)	34.33%	(61)	45.52%	(19)	14.18%
Teachers and administrators are motivated to improve their work	(4)	2.92%	(29)	21.17%	(91)	66.42%	(13)	9.49%
Teachers and administrators are collaborative	(4)	2.94%	(24)	17.65%	(100)	73.53%	(8)	5.88%

One of the highest rated items by general consensus is the last item from Dimension Three. If the agree and strongly agree percentages, of the *Teachers and administrators are collaborative* item, are combined the agreement level is at 79.41%.

The Service Personnel Perspective

There are seven items in the service personnel perspective dimension of the *WVSBA Perceptions Instrument*. The seven topics covered in this dimension are (a) service personnel have adequate supplies, (b) service personnel do **not** have adequate training, (c) service personnel understand what they are expected to do, (d) there are clear processes for all work, (e) service personnel understand processes for their work, (f) service personnel have adequate input in how their work should be done, and (g) service personnel believe their work environment is safe. Consistent with other dimensions, 90.37% of the WVSBA respondents thought service personnel would say their work place is safe (see Table 6).

The Community Members' Perspective

There are eight items in the community members' perspective dimension of the *WVSBA Perceptions Instrument*. The eight topics covered in this dimension are (a) teachers and administrators have an understanding of a common mission to improve overall student achievement, (b) community members believe our schools produce highly competitive students, (c) community members believe our schools are safe, (d) community members believe our schools are clean, (f) community members believe our schools have highly qualified teachers and administrators, (g) community members believe our schools are placed in locations that serve the community, and (h) community members believe our schools are built with adequate space to meet student needs. The WVSBA respondents had an 84.44% agreement rate over community members seeing schools as being safe (see Table 7).

Table 6.
WVSBA Perceptions Instrument-Domain 4: Service Personnel Perspective

Item topic	Strongly Disagree-		Disagree-		Agree-		Strongly Agree-	
	(Responses)	%	(Responses)	%	(Responses)	%	(Responses)	%
Service personnel have adequate supplies	(1)	0.73%	(19)	13.87%	(98)	71.53%	(19)	13.87%
Service personnel do not have adequate training	(19)	13.87%	(85)	62.04%	(29)	21.17%	(4)	2.92%
Service personnel understand what they are expected to do	(1)	0.74%	(12)	8.89%	(112)	82.96%	(10)	7.41%
There are clear processes for all work	(4)	2.96%	(47)	34.81%	(79)	58.52%	(19)	14.18%
Service personnel understand processes for their work	(0)	0.00%	(50)	36.76%	(83)	61.03%	(3)	2.21%
Service personnel have adequate input in how their work should be done	(2)	1.49%	(34)	25.37%	(95)	70.90%	(3)	2.24%
Service personnel believe their work environment is safe	(1)	0.74%	(12)	8.89%	(111)	82.22%	(11)	8.15%

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

Table 7.
WVSBA Perceptions Instrument-Domain 5: Community Members Perspective

Item topic	Strongly Disagree-		Disagree-		Agree-		Strongly Agree-	
	(Responses)	%	(Responses)	%	(Responses)	%	(Responses)	%
Teachers and administrators have an understanding of a common mission to improve overall student achievement	(5)	3.68%	(16)	11.76%	(99)	72.79%	(16)	11.76%
Community members believe our schools produce highly competitive students	(10)	7.76%	(64)	47.76%	(56)	41.79%	(4)	2.99%
Community members believe our schools are safe	(1)	0.74%	(20)	14.81%	(101)	74.81%	(13)	9.63%
Community members believe our schools are clean	(2)	1.52%	(19)	14.39%	(97)	73.48%	(14)	10.61%
Community members believe our schools have highly qualified teachers and administrators	(2)	1.47%	(50)	36.76%	(77)	56.62%	(7)	5.15%
Community members believe our schools are placed in locations that serve the community	(6)	4.41%	(26)	19.12%	(89)	65.44%	(15)	11.03%
Community members believe our schools are built with adequate space to meet student needs	(5)	3.68%	(38)	27.94%	(81)	59.56%	(12)	8.82%

WVSBA Members Professional Knowledge and Skills

A section of the *WVSBA Perceptions Instrument* was devoted to what types of knowledge and skills respondents thought would be most useful as members. The components of the final section of the instrument came directly from a selected sample of school board members, and their responses to questions posed in a focus group format. In the knowledge and skills section findings, there was an overwhelming amount of consensus for what good school board members should know and be able to do (see Table 8).

Table 8

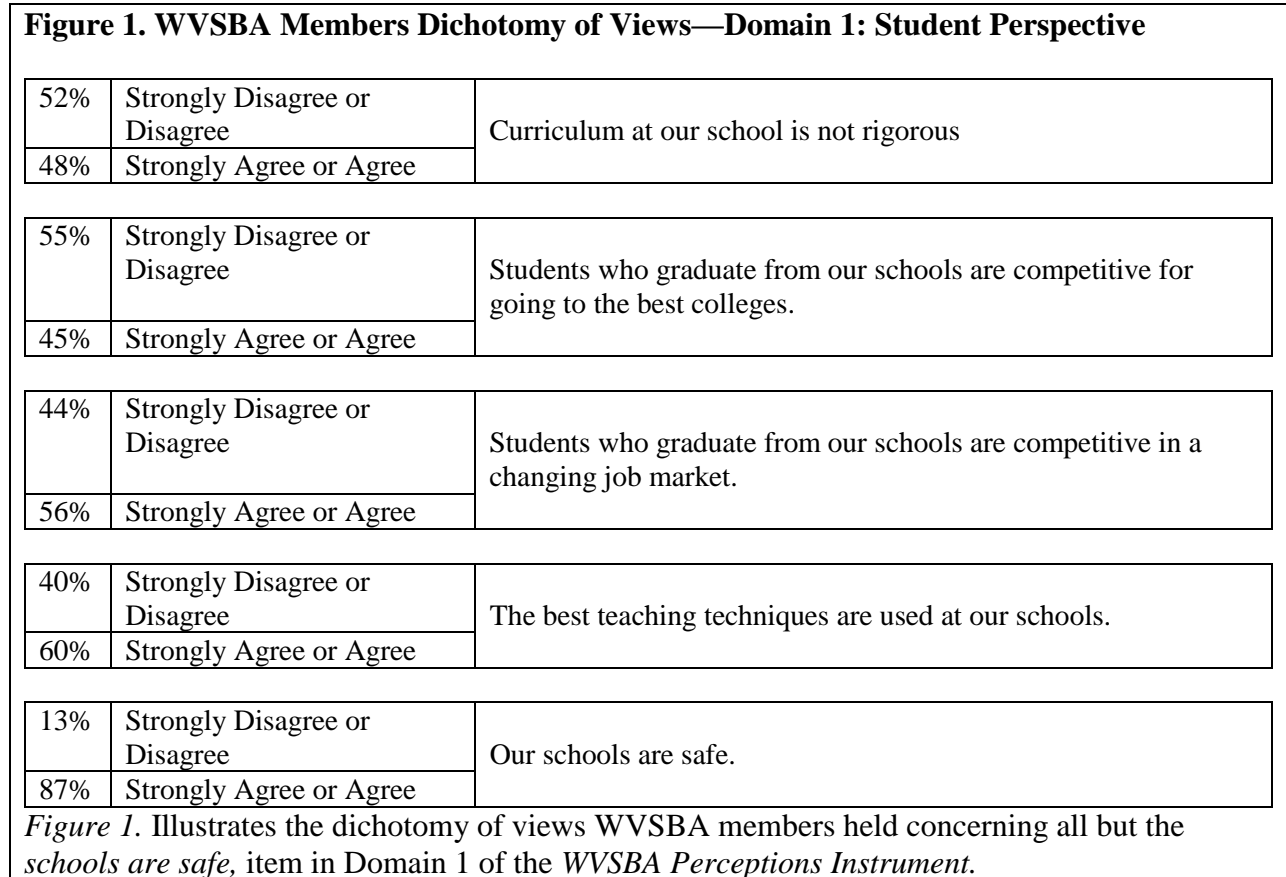
WVSBA Perceptions Instrument: Eight Knowledge and Skills Areas for Good Members

Knowledge/Skills Area	% of Agree	% of Strongly Agree
Board members should have knowledge and understanding of school board policy.	28.68%	71.32%
Board members should have knowledge and understanding of school finance.	48.89%	49.63%
Board members should have knowledge and understanding of standardized testing.	78.36%	16.42%
Board members should have collaboration and teaming skill.	58.09%	33.82%
Board members should have knowledge and understanding of how local school board governance works.	29.10%	63.43%
Board members should have knowledge and understanding of rules of governance.	55.47%	43.07%
Board members should have a basic understanding of teaching and learning.	60.74%	34.81%
Board members should have knowledge and understanding of how to share a collective vision.	63.24%	35.29%

Discussion of the Findings

In this discussion of the findings, each of the five perspectives of the perceptions instrument is considered and questions that arise about each area are posed. The last part of this section considers the knowledge and skills that WVSBA respondents deem important for high functioning members and boards to have, and how these findings provide a way forward.

WVSBA members considered the student perspective of schooling and showed the strongest agreement on students seeing their schools as being safe (see Figure 1). The rest of the *Student Perspective* (Domain 1) yielded a dichotomous view in all other items.

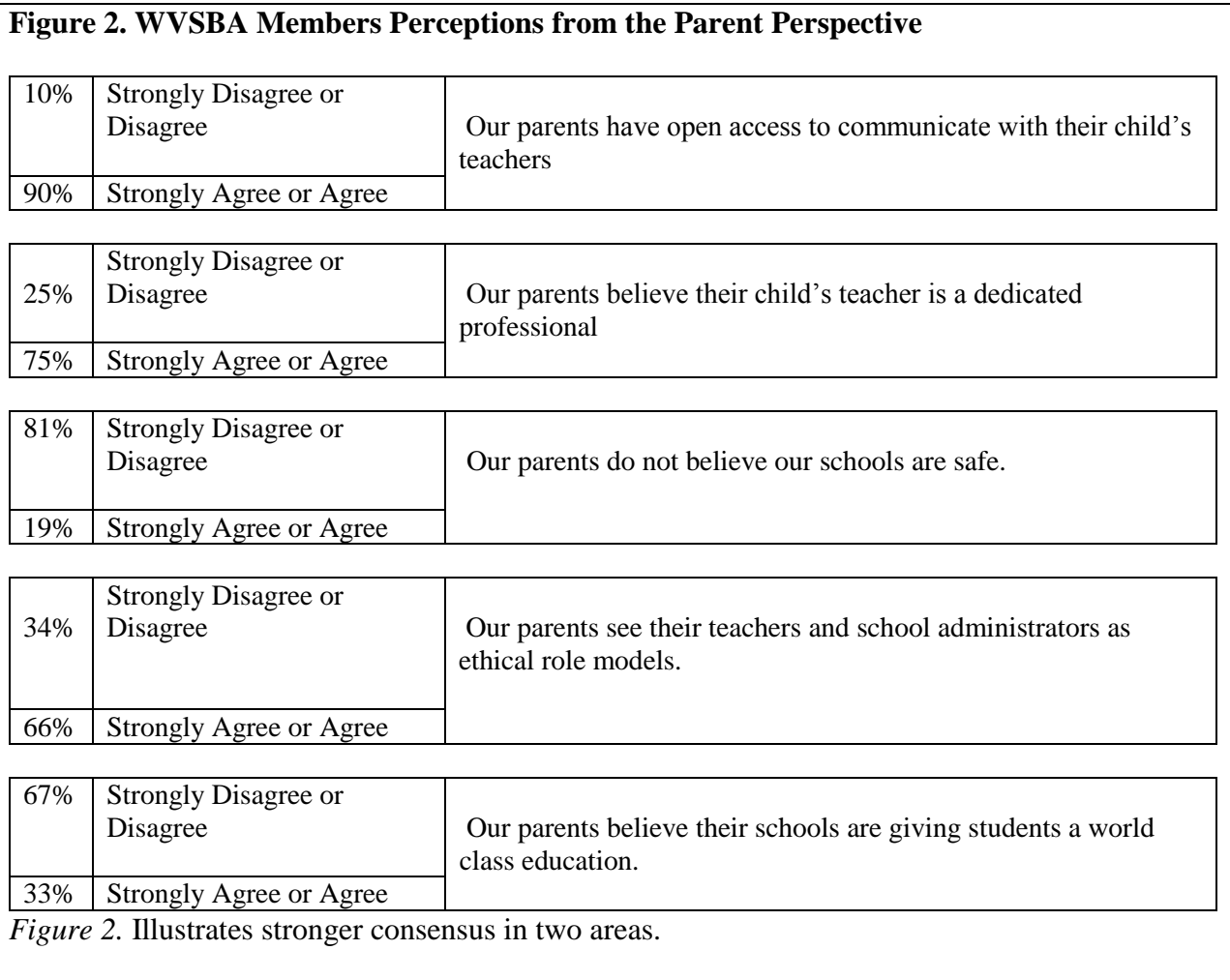


There are contrasting perceptions in four areas: the curriculum being rigorous, student graduates being competitive in going to the best colleges, students being competitive in a changing job market, and best teaching techniques are used in our schools.

These contrasting perceptions raise some questions. What data is being used to inform individual boards in responding to these questions? Is data available that correlates to this question? If available is the data easy accessible? To what extent are these issues discussed at school board meetings. Each of these questions provide a platform for discussions about how these notions can be either supported or dispelled giving rise to the creation of a common ground

view. One example of how discussions might lead to members finding this common ground could be that indeed because of professional development provided to teachers, they are using the best teaching techniques county wide.

There is a strong consensus in two areas of Domain 2: our parents do not believe our schools are safe (81%) and our parents have open access to communicate with their child’s teachers (90%) (see Figure 2).



There is a considerable percentage of concern in three areas of this domain: our parents do **not** believe their child’s teacher is a dedicated professional (25%); our parents do **not** see

their teachers and school administrators as ethical role models (34%); and our parents do **not** believe their schools are giving students a world class education (33).

This large percentage of non-consensus areas by school board members raises the same questions as in the previous domain. What data is being used to inform individual boards in responding to these questions? Is data available that correlates to this question? If available is the data easy accessible? To what extent are these issues discussed at school board meetings. Again, an exercise in exploring how these perceptions were arrived at and what basis they are made upon is worthwhile. Joint discovery of what the data say concerning the questions gives rise to common understanding of what is really happening in the schools.

Domain three findings presents with three areas of strong consensus: teachers in our school system understand and use differentiated instruction (84%); teachers and administrators in our school system have plenty of opportunity for professional development. (81%) and teachers and administrators in our school system have an understanding of a common mission to improve overall student achievement (85%) (see Figure 3).

There are four areas where consensus is not as strong in Domain three: teachers in our school system do not believe class sizes are too large. (62%); teachers in our school system do not have all of the newest instructional technology (40%); and Teachers and administrators in our school system are not motivated to improve their work (24%) and teachers and administrators in our school system are not collaborative professionals (21%).

The discourse centered on the same questions helps to support or dispel what the perceptions are in relation to what may really be happening in the schools, but it must be a discussion held with the best interest of students in mind.

Figure 3. WVSBA Members Perceptions from the Perspective of Professionals

38%	Strongly Disagree or Disagree	Teachers in our school system believe class sizes are too large.
62%	Strongly Agree or Agree	
16%	Strongly Disagree or Disagree	Teachers in our school system understand and use differentiated instruction.
84%	Strongly Agree or Agree	
19%	Strongly Disagree or Disagree	Teachers and administrators in our school system have plenty of opportunity for professional development.
81%	Strongly Agree or Agree	
40%	Strongly Disagree or Disagree	Teachers in our school system have all of the newest instructional technology
60%	Strongly Agree or Agree	
24%	Strongly Disagree or Disagree	Teachers and administrators in our school system are motivated to improve their work.
76%	Strongly Agree or Agree	
21%	Strongly Disagree or Disagree	Teachers and administrators in our school system are collaborative professionals.
79%	Strongly Agree or Agree	
15%	Strongly Disagree or Disagree	Teachers and administrators in our school system have an understanding of a common mission to improve overall student achievement.
85%	Strongly Agree or Agree	

Figure 3. Depicts the prominent perceptions of WVSBA members from professionals who work in the school system.

The three areas of greatest consensus in domain four (Service Personnel perspective) are, all of our service personnel have adequate supplies to do their work (85%); all of our service

personnel understand what they are expected to do in their jobs (90%) and service personnel in our school system believe their work environment is safe. (90%) (see Figure 4).

Figure 4. WVSBA Members Perceptions from Perspective of the Service Personnel

15%	Strongly Disagree or Disagree	All of our service personnel have adequate supplies to do their work.
85%	Strongly Agree or Agree	
76%	Strongly Disagree or Disagree	All of our service personnel do not have adequate training.
24%	Strongly Agree or Agree	
10%	Strongly Disagree or Disagree	All of our service personnel understand what they are expected to do in their jobs.
90%	Strongly Agree or Agree	
38%	Strongly Disagree or Disagree	There are clear processes for all work in our school system and the service personnel understand those processes.
62%	Strongly Agree or Agree	
27%	Strongly Disagree or Disagree	Service personnel in our school system have adequate input in how their work should be done.
73%	Strongly Agree or Agree	
10%	Strongly Disagree or Disagree	Service personnel in our school system believe their work environment is safe.
90%	Strongly Agree or Agree	

Figure 4. Depiction of areas of more or less consensus from service personnel of the WVSBA members’ perceptions instrument.

The areas of non-consensus in the service personnel dimension are as follows: all of our service personnel do not have adequate training (62%); there are not clear processes for all work in our school system and the service personnel understand those processes. (38%); and service

personnel in our school system do not have adequate input in how their work should be done (27%).

Here again, those who enter into a discussion about the non-consensus areas for service personnel prompted by the following ideas:

1. What data is being used to inform people on this issue?
2. Is data available related to this question?
3. Can the data be accessed?
4. To what extent are these issues discussed?

are likely to find common ground on the issues.

There are two areas of strong consensus in the fifth domain (perceptions of community members at-large): members of our community believe our schools are safe (84%) and members of our community believe our schools are clean (84%).

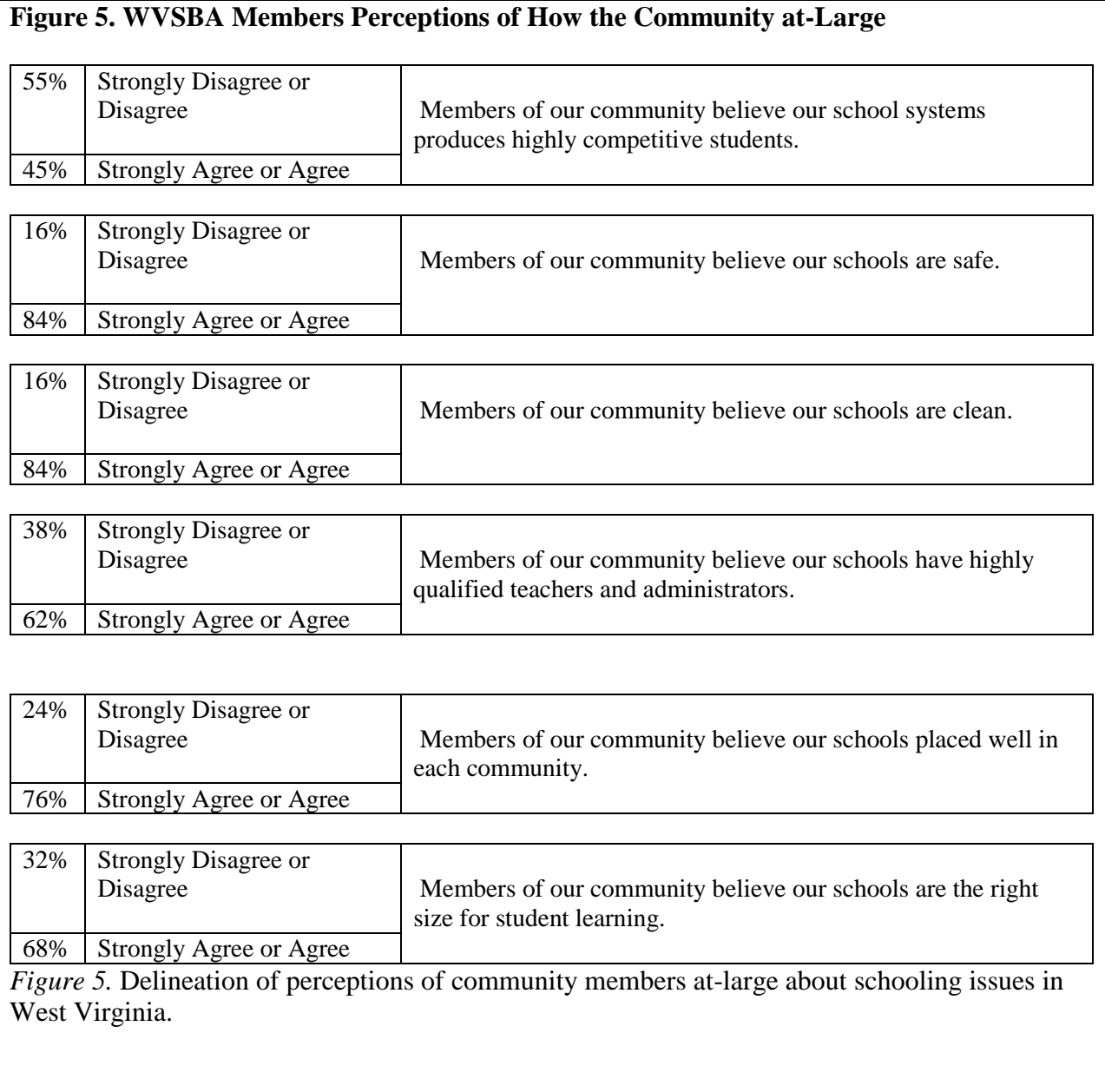
The areas of non-consensus in this domain are: members of our community do **not** believe our school systems produce highly competitive students. (55%); members of our community do **not** believe our schools have highly qualified teachers and administrators. (38%); members of our community do **not** believe our schools are placed (located) well in each community (23%) and members of our community do **not** believe our schools are the right size for student learning.

The same guiding questions that would steer all concerned to a better understanding of what was really happening are as follows:

- What data is being used to inform individual boards in responding to these questions?
- Is data available that correlates to this question?

- If available is the data easy accessible?
- To what extend are these issues discussed at school board meetings.

Should members of a particular school board deem certain of these areas of non-consensus to be non-issues after a preliminary investigation, that board could move on to more pressing matters (see Figure 5).



The respondents to the *WVSBA Perceptions Instrument* showed the most consensus centered around what they believed to be essential knowledge and skills as follows: I believe board members should have knowledge and understanding of school board policy (100%); I believe board members should have knowledge and understanding of school finance (99%); I believe board members should have knowledge and understanding of standardized testing (95%); I believe board members should have collaboration and teaming skills (92%); I believe board members need knowledge and understanding of how local school board control works (93%); I believe board members should understand the rules of governance (99%); I believe board members should have a basic understanding of teaching and learning (96%) and I believe board members should have knowledge and understanding of how to share a collective vision (99%).

This set of findings presents a strong indication of an already agreed upon agenda for professional development possibilities (see Figure 6). The dimensional aspects of the *WVSBA Perceptions Instrument* show areas for discussion concerning consensus and non-consensus perceptions. This knowledge and skills area provides eight foundational topics for helping WVSBA members improve their work.

Conclusions and Consideration for Professional Development

The conclusions presented here are a reflection of research team members discussions about what the findings of the study mean. The team recognizes and expects a wider circle of experts inside the WVSBA and the greater educational community of West Virginia to develop their own findings and build upon possible professional development tools.

Figure 6. WVSBA Members Perceptions of Individual and Collective Knowledge and Skills Required by Board Members

0%	Strongly Disagree or Disagree	I believe board members should have knowledge and understanding of school board policy.
100%	Strongly Agree or Agree	
1%	Strongly Disagree or Disagree	I believe board members should have knowledge and understanding of school finance.
99%	Strongly Agree or Agree	
5%	Strongly Disagree or Disagree	I believe board members should have knowledge and understanding of standardized testing.
95%	Strongly Agree or Agree	
8%	Strongly Disagree or Disagree	I believe board members should have collaboration and teaming skills.
92%	Strongly Agree or Agree	
93%	Strongly Disagree or Disagree	I believe board members do not need knowledge and understanding of how local school board control works.
7%	Strongly Agree or Agree	
1%	Strongly Disagree or Disagree	I believe board members should understand the rules of governance.
99%	Strongly Agree or Agree	
4%	Strongly Disagree or Disagree	I believe board members should have a basic understanding of teaching and learning.
96%	Strongly Agree or Agree	
1%	Strongly Disagree or Disagree	I believe board members should have knowledge and understanding of how to share a collective vision.
99%	Strongly Agree or Agree	

Figure 6. Depiction of what WVSBA members believe to be the individual and collective knowledge and skills needed to be better school board members.

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

While the *WVSBA Perceptions Instrument* is a window into the minds of school board members, it is important to note that a wider study is needed. How students, parents, teachers, service personnel, and community members feel about these topics of education, would give greater insight into the full aspect of schooling in West Virginia. The *WVSBA Perceptions Instrument* could be easily adapted to target each of these stakeholder groups.

The eight knowledge and skills areas that WVSBA members believe are important for them to succeed as school board members are as follows:

1. I believe board members should have knowledge and understanding of school board policy.
2. I believe board members should have knowledge and understanding of school finance.
3. I believe board members should have knowledge and understanding of standardized testing.
4. I believe board members should have collaboration and teaming skills.
5. I believe board members need knowledge and understanding of how local school board control works.
6. I believe board members should understand the rules of governance.
7. I believe board members should have a basic understanding of teaching and learning.
8. I believe board members should have knowledge and understanding of how to share a collective vision.

Each of these areas lends themselves to professional development. Professional development (PD) designers could take any of these eight topics and build a module to help board members gain a better understanding of the topic and be able to make good judgments about the issues.

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

Designers might consider the concept of school finance and build the PD module with an actual county budget. The modular content might include phases of the fiscal year, the wider context of the legislative process, and actual revenue and expenditure processes germane to budget decisions. This is an example of how the findings could be brought to bear for improving how WVSBA members do their important work.

No single piece of research is definitive. This project was designed to initiate a wider conversation about how to improve schools in West Virginia. Instrument development and piloting allowed for some degree of confidence in its construct. A rigorous validation of the instrument must be applied before further use. Other limitations notwithstanding, this research project provides a way forward for the multiple stakeholders of the West Virginia educational system to work together for improving the lives of children and their families.

Appendix A

West Virginia School Board Association State Wide Distribution

1. Please indicate your age (range):

1	21-26		0	0%
2	27-32		0	0%
3	33-38		2	10%
4	39-44		1	5%
5	45-49		0	0%
6	50-54		2	10%
7	55-59		5	24%
8	60+		11	52%
	Total		21	100%

2. How many years have you been on the Board?

1	6 months - 1 year		2	10%
2	1 - 2 years		6	29%
3	2 - 3 years		0	0%
4	3 - 4 years		3	14%
5	4 - 5 years		2	10%
6	5+ years		8	38%
	Total		21	100%

Figure 2. Statewide Instrument Audience - Summer 2013

1. Please indicate your age (range):				
#	Answer		Response	%
1	21-26		0	0%
2	27-32		3	2%
3	33-38		8	6%
4	39-44		18	13%
5	45-49		8	6%
6	50-54		21	15%
7	55-59		16	12%
8	60+		63	46%
	Total		137	100%

Statistic	Value
Min Value	2
Max Value	8
Mean	6.45
Variance	3.23
Standard Deviation	1.80
Total Responses	137

2. What is your current profession/occupation?**Text Response**

retired
 Retired school teacher but still farm
 Business
 retired
 Minister
 Public affairs
 Retired State Employee
 Retired and self-employed
 Retired
 disability-former television engineer
 retired educator- currently part-time student teaching supervisor for marshall university
 Management
 retired
 well tender
 Business Owner
 Retired educator
 attorney
 retired school teacher
 Physical Therapist Assistant
 Insurance
 retired teacher
 Retired educator; current board member
 Retired Educator
 WV Regional Jail Authority - Accounting
 pROFESSIONAL
 County school board member
 Retired
 Sales
 Education and the Arts
 Semi-retired/ speech and language pathologist
 Barber
 Supervisor
 retired
 Board member
 Retired
 Physician
 Bookkeeper
 Farmer
 Retired
 retired
 BOE Member - Educational Retiree
 Medical Clinic Administrator
 Administrative Assistant
 member of Hampshire County School Board
 Insurance adjuster
 Assistant to the President of Alderson Broaddus University
 Sales/ management
 School board member

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

SCHOOL COUNSELOR	
Cashier	30
Banker	
Medical Doctor	
Certified Public Accountant	
SAFETY DIRECTOR/ DISPATCHER HINKLE TRUCKING INC.	
Retired	
Retired	
Retired	
Owner/ Operater of Grant County Mulch	
Sr. Managing Director, Human Assets (Teach For America)	
Drilling Waste Representative	
Retired	
Owner operator PJ Wells trucking	
retired	
Teacher	
Retired	
Banker	
retired	
Veterinarian	
Entrepreneur	
retired	
Real estate broker	
retired	
Government	
Dentist	
Attorney	
Principal of a Catholic School	
Banker / commercial loan officer	
Retired	
self-employed	
Attorney	
PASTOR	
err	
E/I mechanic (electrician at dupont)	
retired	
retired	
RN	
Natural gas chart integration	
retired	
Professor	
Retired	
Tax Deputy	
teacher	
Medical Field	
Teacher	
Retired	
Homemaker	
Restaurant owner	
Pharmacist/Director of Pharmacy	
Manager-Federal Government	

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

Retired
retired after 44 years as teacher, principal, director of elementary schools, and assistant supt. of school services

31

Statistic	Value
Total Responses	129

3. Are you currently retired from a previous position? If so, please specify the position you held.

#	Answer	Response	%
1	Yes	64	47%
2	No	72	53%
	Total	136	100%

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

Yes
school counselor
Teacher
enforcement officer
Coordinator
WVDOT
Secondary school administrator
educator
assistant superintendent- logan county schools
School Administrator
secondary school teacher
US Army Reserves
teacher
counselor
Educator
Teacher
High School Principal
Supt.
Reg. Nurse
Teacher
Teacher
construction
teacher-Mayor
Teacher and Administrator, Hampshire Co schools
registered dental hygienist
teacher
Human Resources Specialist
Chief of Psychiatry ; Medical Director of PTSD program @ Clarksburg VAMV
MINING INDUSTRIES
Teacher
Teacher, Principal, Central Office, WVDE
Supervisor for the local school system
HS Principal
Chem worker
English teacher middle school
Teacher
school principal
High school teacher
Municipal official
Director of education in a healthcare system
foreman in the coal mines
pharmacist
principal
School Administrator
Special Ed. Teacher
teacher
Captain-WV State Police
School administrator
see above
assistant transportation supervisor at Hancock County Senior Services
Federal Gov.

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

Business Manager of Operating Engineers Union
Vocational Instructor
Administrator
Educator
School supt., principal, teacher, asst. supt., Dept of Education
ASST. Supt.
Principal
Principalz

Statistic	Value
Min Value	1
Max Value	2
Mean	1.53
Variance	0.25
Standard Deviation	0.50
Total Responses	136

4. How many years have you been on the Board?

#	Answer	Response	%
1	6 months - 1 year	3	2%
2	1 - 2 years	29	21%
3	2 - 3 years	6	4%
4	3 - 4 years	22	16%
5	4 - 5 years	5	4%
6	5+ years	72	53%
	Total	137	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	4.55
Variance	2.94
Standard Deviation	1.71
Total Responses	137

5. What county do you serve in?

Text Response
Nicholas
Mercer
Lincoln
Boone Co.
Greenbrier
Cabell co
Raleigh
Nicholas County
Lincoln
Monroe
Fayette
logan
Raleigh
mason
mcDowell
Wyoming
Wayne
Mercer
mason county
Monroe
Raleigh
Hampshire
Wetzel
Mingo
Braxton
HAHAHA i GUESS U WOULD LIKE TO KNOW!!!!!!!!????
Cabell
Calhoun
Boone
Jackson
Hampshire
Wayne
Randolph
Lincoln
Mason
Webster
Pleasants
Braxton
Pleasants
McDowell
jackson
gilmer
Barbour
Morgan
Hampshire Co
Lewis
Barbour
Logan

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

Hancock
Jefferson
TUCKER
Wirt
Pendleton
Upshur
Ritchie
PENDLETON
Preston,
Barbour
mingo
Lewis
Grant
Ohio
Ritchie
Tyler
Tyler
Tyler
Hancock
Taylor
greenbrier
Berkeley
Mon
Wetzel
Wayne
Upshur
Nicholas
Jackson
Tucker
Grant
Lewis
Berkeley
Monongalia
Ritchie
Brooke
WYOMING
wyoming
wirt
Hardy
Preston
medowell
Calhoun
Hampshire
Braxton
Upshur
Tyler
Webster
mineral
Mason
Wirt
Braxton

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

Pleasants	36
Raleigh	

Statistic	Value
Total Responses	135

6. In your opinion, what are the three (3) biggest public education issues in West Virginia?

Text Response

1. unfunded mandates from the legislature 2. restrictive requirements from the state department of education 3 shrinking income to provide education

1. not giving teachers room to teach 2. constantly following educational fads 3. too much competition in education/too much testing to find out where we rank

Teaching the students that are not going to college a viable profession in the career school. Finding certified teachers. To continue to fill all the positions that the state mandates, but does not compensate for. Change the formula

1) lagging student achievement 2) centralized nature of the system, which significantly contributes to lagging student achievement 3) prevalent abuse and neglect of students by parents and caretakers, which also significantly impacts student achievement

Financial. Consolidation. Technology. Qualified professional

Funding, teacher pay and more local control

1. Not prepared for college 2. No vocational interest in schools 3. Drug problem

Lack of discipline in our schools Teachers that are not professional Erosion of authority of school principal

1. Teaching to the test 2. Children not being taught to think things out and problem solve, thanks to politicians and all the doo gooders who know nothing about real education. 3. Educators and schools having too much "parent responsibility" for raising children, which takes away from teaching time

1, Parental involvement 2. common core implementation 3 Maintaing aging facilities

Confusion in the implementation of various school reform issues Apathy of the community and parents regarding public education Board members frustration concerning the public/ legislative perception of the roles of school board members

Proficiency of students in subject matter adequate funding Qualified personnel

1. absenteeism of staff 2 shortage of math and science teachers 3. lack of professionalism by school personnel and lack of respect by both staff and students toward each other

drugs drop out lack of interest

Certified Teachers / Teacher Salary Diverse curriculum that promotes job acquisition for all students Student/Parent engagement and motivation

1. Teachers and principals are required to complete too much paperwork and documentation. We need to let teachers teach and principals do their job and reduce the amount of paperwork/documentation. 2. Facilities 3. Class size at the Pre-K through Second Grade should be limited to 15 students. Mastery of basic skills at these levels will provide success and the building blocks for future success. This success will result in a decrease of many academic/social and emotional problems we see as students move through the system.

1) Student achievement and outcomes; 2) over regulation of public education by the legislature, state department and State Board and 3) cultural problems failing to reflect importance of education funding, lack of qualified teachers to fill vacancies with certified teachers,lack of discipline in our public schools

Classrooms too big, removal of arts and music from curriculum, and lack of funding to provide challenging and interesting programs for students (especially high school students) in rural, less prominent areas like Monroe County.

Drop out rate Drugs State Legislature not understand how legislation they pass affects the county school systems.

Funding being cut by state discipline low performance of students

poor pay for teachers too much testing too many state mandates are unfunded

Too Much Bureaucracy Too many rules/regulations top heavy management

Quality Teachers with competitive Pay, Safety of Students and Faculty, and Supplies needed for Teachers to be able to teach properly.
TOP HEAVY..... TOO MUCH MICROMANAGED!!!!!!!!!!
Vocational education 8100 minutes to get course credit Over emphasis on four post secondary edcation
1. Discipline 2. Administration 3. Beuocratic micro--management of schools
Parents not involved. Children that are not motivated Teachers that are only interested in the job for money
1. Game Changers are usually not! 2. Children are burned out on testing and not enough instructional time 3Lack of education in the trenches by the State Bd.
1.Quality math/ science teachers; 2. Educational funding; 3. Use of drugs/alchol by students
Government funding , state boe having to much control due to politics , salaries not enuff to pull in or keep good teachers
Parental involvement, funding, time for teachers to collaborate and I feel WV is failing out students by not teaching a second language beginning in elementary school--I know this is 4
1. Reducing drop out rate 2. Funding for school Buildings and more Teachers 3. Students being ready to meet next steps of higher learning
Special ed. No Qualified teachers, no commitment to work
In our county - - - 1. Money 2. Certified Teachers for vacancies 3. More qualified/experienced applicants for administrative positions
1. Legislative crippling 2. Parent/Guardian accountability/participation 3. Discipline/student accountability
Student Achievement Student Discipline (includes bullying, drugs, smoking) Professional Development (includes teacher accountability)
Quality of teachers. So many laws that are made to satisfy groups who work in the school system Lack of authority of school boards
1. \$; 2. Too many restrictive regulations, ie, the WV State Board of Education; 3. The WV legislature
Money Home life of students lack of local control
1. Educational leadership from State Board 2. Lack of funds 3. Improper use of technology
Lack of funding, Constant change of programs in the classroom doesn't give teachers a chance to adjust, and too many state regulations
Proper funding of education Keeping up with technology Student disipline
1. Not enough funds 2. Drug use by students 3. Student cell phone use in classroom
Lack of interest from parents and teachers Lack of technology Teaching to a test not to the students
We need to better prepare students for the work force if they are not going to attend a 4 year college.
Teacher retention, teacher evaluation lack of adequate funding. Our county has no excess levy.
Qualified teachers, low testing, too many legislative mandates
decline of the family as a source of educational support for children; failure of the legislature and public to see educators as vital professionals; changing student attitudes to schools so that they will want to be there and value the skills the schools give them.
Educating students so they can compete. Achieve Gap of minorites. Lack of growth in other counites.
LACK OF INTEREST IN EDUCATION BY STUDENTS AND PARENTS SHORTAGE OF MONEY TO PROPERLY CARRY OUT PROGRAMS LACK OF ACCOUNTABILITY FOR STUDENT LEARNING
Common Core values expanding the calender year to a balanced calender losing local control
Finance Over Regulation Too Many Quick Fixes mandated by people who care more about elections than children
Behavioral Issues ; New Education Law as MAJOR CHANGE in past 75 years ; Academic Performance
1) Inadequate Funding and Unfunded Mandates 2) Unnecessary regulation and lack of local control
3)Lack of ability to fire underperforming personnel
1. FUNDING FOR LOW ENROLLMENT COUNTIES 2.READING AT GRADE LEVEL 3.TECH. FUNDING

equal opportunity for students regardless of county economy aging facilities lack of funding/formula does not adequately fund staffing resulting in large class sizes, limited curriculum, education graduates seeking employment elsewhere

Funding of basic programs Confusion over the new legislation passed last year Having our hands tied by state/federal legislation

1. Funding for all the state mandates 2. Drugs in schools 3. low test scores

Safety of our children is not good enough. Our children are coming out of our schools and can not read or write, our scores are way to low. There is a huge lack of communication within the school system and our communities.

Increasing/diversifying sources of teacher and administrator talent; we are too bogged down by/ have our hands tied by over-regulation and centralization (seeking more local empowerment of each county); ensuring students & their families have basic health/mental health resources;

Teachers just collecting a pay check, teaching to the test, block scheduling.

1. Too much teacher/principal time required by state department on worthless staff development, reporting, and paperwork(including electronic) which infringe on their performance 2. Too much state control of local system--- one size does not fit all 3. Local boards have little authority to affect quality instruction

Common Core Meals Personnel

Preparation for higher education and technical careers Keeping highly qualified teacher Meeting the needs of special education

Budget/finances Technology run instructions Safety of students

Overcrowding at the WVDE level; Teacher's Unions / State Political Campaign Contributions; Special Education Requirements

test scores,rising cost of education,aging teacher force

Student achievement, teacher salaries, preparation for college or career

Money, parents, and focus

Students seem to be entitled to a diploma rather than an education. Grade levels should be removed and students should be advanced by satisfactory completion of skills or tasks. We should keep raising the bar for education but not loose sight of the "one's that don't get it"

1. Money 2. Money 3. State level controls

1. teachers salaries 2. too much emphasis on testing 3. parents who can't/won't do their job

Financial, legislative intervention, and early childhood development

Lack of qualified teachers, attendance of teachers and students, and misdirection of educational pathwaysq

(1) insufficient funding; (2) a sparsity of highly qualified motivated teachers; (3) the feeling in many homes that education is not all that important.....

Declining student enrollment Lack of parent support Lack of certified teachers in math, science and foreign language

Funding, lack of vision, micro management by the legislature

parent/teacher/community communication test scores finances

(1) Evaluation Procedure of Teachers - too general for proper evaluation, when situations arise where employees are evaluated by friends they work with do not generally equal appropriate evaluations. (2) Grievance Procedure. (3) Underperforming science and math scores. (4) Having the resources, number of teachers and materials, to challenge exceptionally intelligent students while assisting students below the average, who are the same age. (5) Family support and interest.

replacing retirees and getting highly qualified teachers in the classroom ` CORRECTING dropout problem ~ changing over to Technology

Discipline, hiring practices, School Calendar

1. Socio-economic family problems that do not prepare or assist children to learn 2. We are dealing with children and youth that learn differently than we did as children. 3. Funding. We can't be all things to all people with or without funding.

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

Common Core Staffing concerning especially smaller counties The impacts of time frames of RIF and Transfer. The lack of having an idea of what is happening with federal positions.
teacher staffing, loss of funding in vocational areas,
Funding , Staffing, Buildings
Lack of funding, Lack of interest in appropriate education, Too much federal and state control of education
Assessment, lack of adherence to policy , ineffective teachers
State control
discipline, funding, local control
Teacher Pay Finding Teachers Lack of parental support
1. The wisdom of a balanced calendar. 2. The wisdom of The Common Core Curriculum 3. Sharing of common services among counties
1. adequate teacher training, 2. adequate funding, 3. lack of local control
Hiring of Personnel, Evaluations of Personnel, Sharing Personnel
Available talent to recruit as teachers Laws that impede the hiring process Inadequate facilities and lack of funding to improve and build new buildings
1. Professional Salaries 2. Excessive Legislation 3. Availability of Qualified Professional/Administrative Staff
1.) Funding at adequate levels and less strings/mandates. 2.) Declining enrollment, yet the baseline needs remain the same. 3.) Lack of long range focus. The approach changes with the wind.
Dropout rate Attendance issues Test scores
1. to much control and decision making at the state level--we need more of a balance between the state and local board 2.Seniorty for service and professional needs modified to enhance greater performance 3.funds for buildings , salaries, and curriculum enhancements and teacher staff development
Test scores enrollment numbers no child left behind issues
Special Ed rules and regulations Teacher training and evaluations Core subjects
Unfunded mandates Inclusion Personal laws Formula finding

Statistic	Value
Total Responses	126

7. In your opinion, what is the biggest public education issue in the United States?

Text Response

restrictive demands from all areas of government

too much top down dictation

Behind on Math

Not enough certified teachers. Pay for teachers is too low.

teaching methods don't match learning methods of modern students. the common core is a giant step in the right direction.

Attaining qualified professional

Common core

To have less control from the federal government and need more local control

Lack of discipline and respect for teachers

Apathy and not wanting to work to better themselves and their world

implementing common core standards, budget constraint

discipline

Qualified personnel

funding

Certified Teachers

Safety

student achievement and outcomes

discipline

Money. Money shouldn't be everything, but unfortunately it is what we need to provide necessary technology, smaller classrooms, and challenging curriculum to provide the best education we can and to engage children in their own education.

math and science test scores

No child left behind

testing

Accountability

Taking God and Religion out of the Public Schools

POLITICS

Disconnected students

Bureaucratic micro-management of schools

Funding structure

Parental and Community support for the public schools--understanding that single parent household is a problem

Too much testing

Funding

Teacher pay scale

A. Funding reaching the classroom

Employees missing work

There are too many rules and regulations.

Legislative restrictions on ability of state/local boards to provide education in way that is best for their students.

Student Achievement

Quality of teachers

The WV state code concerning education

Home life of students

To much interference from government in the classroom.

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

42

too many regulations
 Proper funding of education
 Lack of funding and commitment by our leaders to give the best possible education to our children
 Low standards of expectation from our professionals along with a status quo attitude from the teachers.
 We are falling behind of other countries in academic standards.
 Failure to adequately educate and prepare students for the future
 over regulation and mandating of the school process without adequate funding to fulfill the required regulations and mandates
 Students that can compete.
LACK OF PARENTAL SUPPORT FOR EDUCATION.
 Common Core values
 Too Many Quick Fixes mandated by people who care more about elections than children
 Slippage in Performance within the Countries of the World. Short Hand for complex answer
 Lack of ability to fire underperforming personnel
READING AT GRADE LEVEL.
 Reliance on standardized testing to evaluate schools and personnel
 Interference from a federal government in Washington that has no idea about local issues.
 Funding for mandates
 The same as what is wrong in our state.
 complacency around poor kids/ kids of color having unequal access to excellent teachers, facilities, resources
 Teachers elect I teach because the have summers off.
 Raising test scores---
 Common Core
 Meeting higher standards of other countries in math and science
 Federal/state legislation and requirements
 Special Education Requirements
 FREE public education is no longer free
 Student achievement
 Money, parents and focus
 Legislation without monitory support
 Money
 lack of respect for education and educators
 Lack of vocational skills
 Qualified teachers
 Class size
 Lack of proper parenting - broken homes
 Too political
 teachers who give forth their best effort
 Lack of family support and interest
 TO
 Adjusting to technology Replacing teachers
 disclipline
 Literacy
 The conflict between Congress and itself; with the White House; and with all of the division within the country. We have forgotten what it was like when we grew up.
 High quality education for students
 Education does not have the importance that it should
 failure to reach all studentd
 Federal conte
 local control

WEST VIRGINIA SCHOOL BOARD ASSOCIATION PERCEPTIONS

Teacher Pay (They have our children for 8 ours a day. Screen them well to pick them well, but pay them well!!!)	43
How to help students that have no family support at home.	
insufficient funding	
Personnel	
Qualified engaging educators	
Lack of Standardized Funding	
Lack of long range focus. The approach changes with the wind.	
Students not taking enough math and science courses	
the decline of the family as an institution--children of all ages left to find their own way academically and socially	
No child left behind	
Teachers with the desire to teach not to just collect a check. Keeping students on task.	
Standardized testing	

Statistic	Value
Total Responses	125

Figure 3. Statewide Instrument Data - Summer 2013

8. The curriculum at our schools is not rigorous.

#	Answer		Response	%
1	1 - Strongly Disagree		6	5%
2	2 - Disagree		63	47%
3	3 - Agree		55	41%
4	4 - Strongly Agree		9	7%
	Total		133	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.50
Variance	0.48
Standard Deviation	0.69
Total Responses	133

9. Students who graduate from our schools are competitive for going to the best colleges.

#	Answer		Response	%
1	1 - Strongly Disagree		8	6%
2	2 - Disagree		66	49%
3	3 - Agree		55	41%
4	4 - Strongly Agree		5	4%
	Total		134	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.43
Variance	0.44
Standard Deviation	0.66
Total Responses	134

10. Students who graduate from our schools are competitive in a changing job market.

#	Answer	Response	%
1	1 - Strongly Disagree	7	5%
2	2 - Disagree	51	39%
3	3 - Agree	71	54%
4	4 - Strongly Agree	3	2%
	Total	132	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.53
Variance	0.40
Standard Deviation	0.64
Total Responses	132

11. The best teaching techniques are used at our schools.

#	Answer	Response	%
1	1 - Strongly Disagree	5	4%
2	2 - Disagree	47	36%
3	3 - Agree	75	57%
4	4 - Strongly Agree	5	4%
	Total	132	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.61
Variance	0.39
Standard Deviation	0.63
Total Responses	132

12. Our schools are safe.

#	Answer	Response	%
1	1 - Strongly Disagree	2	2%
2	2 - Disagree	14	11%
3	3 - Agree	96	72%
4	4 - Strongly Agree	21	16%
	Total	133	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.02
Variance	0.33
Standard Deviation	0.57
Total Responses	133

13. Teachers at our schools care about our students.

#	Answer	Response	%
1	1 - Strongly Disagree	0	0%
2	2 - Disagree	2	2%
3	3 - Agree	92	69%
4	4 - Strongly Agree	39	29%
	Total	133	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.28
Variance	0.23
Standard Deviation	0.48
Total Responses	133

14. Our students are getting a world class education.

#	Answer		Response	%
1	1 - Strongly Disagree		13	10%
2	2 - Disagree		76	58%
3	3 - Agree		40	31%
4	4 - Strongly Agree		2	2%
	Total		131	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.24
Variance	0.41
Standard Deviation	0.64
Total Responses	131

15. Our parents have open access to communicate with their child's teachers.

#	Answer		Response	%
1	1 - Strongly Disagree		2	2%
2	2 - Disagree		11	8%
3	3 - Agree		97	73%
4	4 - Strongly Agree		22	17%
	Total		132	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.05
Variance	0.31
Standard Deviation	0.56
Total Responses	132

16. Our parents believe their child’s teacher is a dedicated professional.

#	Answer	Response	%
1	1 - Strongly Disagree	2	2%
2	2 - Disagree	31	23%
3	3 - Agree	95	72%
4	4 - Strongly Agree	4	3%
	Total	132	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.77
Variance	0.27
Standard Deviation	0.52
Total Responses	132

17. Our parents do not believe our schools are safe.

#	Answer	Response	%
1	1 - Strongly Disagree	13	10%
2	2 - Disagree	96	72%
3	3 - Agree	23	17%
4	4 - Strongly Agree	1	1%
	Total	133	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.09
Variance	0.29
Standard Deviation	0.54
Total Responses	133

18. Our parents see their teachers and school administrators as ethical role models.

#	Answer	Response	%
1	1 - Strongly Disagree	5	4%
2	2 - Disagree	40	30%
3	3 - Agree	79	59%
4	4 - Strongly Agree	9	7%
	Total	133	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.69
Variance	0.43
Standard Deviation	0.65
Total Responses	133

19. Our parents believe their schools are giving students a world class education.

#	Answer	Response	%
1	1 - Strongly Disagree	11	8%
2	2 - Disagree	77	58%
3	3 - Agree	43	33%
4	4 - Strongly Agree	1	1%
	Total	132	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.26
Variance	0.38
Standard Deviation	0.61
Total Responses	132

20. Teachers in our school system believe class sizes are too large.

50

#	Answer	Response	%
1	1 - Strongly Disagree	3	2%
2	2 - Disagree	47	36%
3	3 - Agree	67	51%
4	4 - Strongly Agree	14	11%
	Total	131	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.70
Variance	0.47
Standard Deviation	0.69
Total Responses	131

21. Teachers in our school system understand and use differentiated instruction.

#	Answer	Response	%
1	1 - Strongly Disagree	2	2%
2	2 - Disagree	20	15%
3	3 - Agree	102	77%
4	4 - Strongly Agree	8	6%
	Total	132	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.88
Variance	0.26
Standard Deviation	0.51
Total Responses	132

22. Teachers and administrators in our school system have plenty of opportunity for professional development.

#	Answer	Response	%
1	1 - Strongly Disagree	4	3%
2	2 - Disagree	20	15%
3	3 - Agree	75	56%
4	4 - Strongly Agree	34	26%
	Total	133	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.05
Variance	0.53
Standard Deviation	0.73
Total Responses	133

23. Teachers in our school system have all of the newest instructional technology.

#	Answer	Response	%
1	1 - Strongly Disagree	8	6%
2	2 - Disagree	45	34%
3	3 - Agree	60	45%
4	4 - Strongly Agree	19	14%
	Total	132	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.68
Variance	0.63
Standard Deviation	0.79
Total Responses	132

24. Teachers and administrators in our school system are motivated to improve their work.

#	Answer	Response	%
1	1 - Strongly Disagree	4	3%
2	2 - Disagree	29	21%
3	3 - Agree	89	66%
4	4 - Strongly Agree	13	10%
	Total	135	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.82
Variance	0.40
Standard Deviation	0.63
Total Responses	135

25. Teachers and administrators in our school system are collaborative professionals.

#	Answer	Response	%
1	1 - Strongly Disagree	4	3%
2	2 - Disagree	24	18%
3	3 - Agree	98	73%
4	4 - Strongly Agree	8	6%
	Total	134	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.82
Variance	0.33
Standard Deviation	0.57
Total Responses	134

26. Service personnel have adequate supplies to do their work.

53

#	Answer	Response	%
1	1 - Strongly Disagree	1	1%
2	2 - Disagree	19	14%
3	3 - Agree	96	71%
4	4 - Strongly Agree	19	14%
	Total	135	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.99
Variance	0.31
Standard Deviation	0.56
Total Responses	135

27. Service personnel do not have adequate training.

#	Answer	Response	%
1	1 - Strongly Disagree	19	14%
2	2 - Disagree	84	62%
3	3 - Agree	28	21%
4	4 - Strongly Agree	4	3%
	Total	135	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.13
Variance	0.45
Standard Deviation	0.67
Total Responses	135

28. Service personnel understand what they are expected to do in their jobs.

#	Answer	Response	%
1	1 - Strongly Disagree	1	1%
2	2 - Disagree	12	9%
3	3 - Agree	110	83%
4	4 - Strongly Agree	10	8%
	Total	133	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.97
Variance	0.20
Standard Deviation	0.44
Total Responses	133

29. There are clear processes for all work in our school system.

#	Answer	Response	%
1	1 - Strongly Disagree	4	3%
2	2 - Disagree	46	35%
3	3 - Agree	78	59%
4	4 - Strongly Agree	5	4%
	Total	133	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.63
Variance	0.37
Standard Deviation	0.61
Total Responses	133

30. Service personnel understand processes for all work in our school system.

#	Answer	Response	%
1	1 - Strongly Disagree	0	0%
2	2 - Disagree	50	37%
3	3 - Agree	81	60%
4	4 - Strongly Agree	3	2%
	Total	134	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	2.65
Variance	0.27
Standard Deviation	0.52
Total Responses	134

31. Service personnel in our school system have adequate input in how their work should be done.

#	Answer	Response	%
1	1 - Strongly Disagree	2	2%
2	2 - Disagree	33	25%
3	3 - Agree	94	71%
4	4 - Strongly Agree	3	2%
	Total	132	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.74
Variance	0.27
Standard Deviation	0.52
Total Responses	132

32. Service personnel in our school system believe their work environment is safe.

#	Answer	Response	%
1	1 - Strongly Disagree	1	1%
2	2 - Disagree	11	8%
3	3 - Agree	110	83%
4	4 - Strongly Agree	11	8%
	Total	133	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.98
Variance	0.20
Standard Deviation	0.44
Total Responses	133

33. Teachers and administrators in our school system have an understanding of a common mission to improve overall student achievement.

#	Answer	Response	%
1	1 - Strongly Disagree	5	4%
2	2 - Disagree	16	12%
3	3 - Agree	97	72%
4	4 - Strongly Agree	16	12%
	Total	134	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.93
Variance	0.39
Standard Deviation	0.62
Total Responses	134

34. Members of our community believe our school systems produces highly competitive students.

#	Answer	Response	%
1	1 - Strongly Disagree	10	8%
2	2 - Disagree	62	47%
3	3 - Agree	56	42%
4	4 - Strongly Agree	4	3%
	Total	132	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.41
Variance	0.46
Standard Deviation	0.68
Total Responses	132

35. Members of our community believe our schools are safe.

#	Answer	Response	%
1	1 - Strongly Disagree	1	1%
2	2 - Disagree	19	14%
3	3 - Agree	101	76%
4	4 - Strongly Agree	12	9%
	Total	133	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.93
Variance	0.26
Standard Deviation	0.51
Total Responses	133

36. Members of our community believe our schools are clean.

58

#	Answer	Response	%
1	1 - Strongly Disagree	2	2%
2	2 - Disagree	19	15%
3	3 - Agree	95	73%
4	4 - Strongly Agree	14	11%
	Total	130	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.93
Variance	0.31
Standard Deviation	0.56
Total Responses	130

37. Members of our community believe our schools have highly qualified teachers and administrators.

#	Answer	Response	%
1	1 - Strongly Disagree	2	1%
2	2 - Disagree	49	37%
3	3 - Agree	76	57%
4	4 - Strongly Agree	7	5%
	Total	134	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.66
Variance	0.36
Standard Deviation	0.60
Total Responses	134

38. Members of our community believe our schools are placed in locations that serve the community.

#	Answer	Response	%
1	1 - Strongly Disagree	6	4%
2	2 - Disagree	25	19%
3	3 - Agree	88	66%
4	4 - Strongly Agree	15	11%
	Total	134	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.84
Variance	0.45
Standard Deviation	0.67
Total Responses	134

39. Members of our community believe our schools are built with adequate space to meet student needs.

#	Answer	Response	%
1	1 - Strongly Disagree	5	4%
2	2 - Disagree	38	28%
3	3 - Agree	79	59%
4	4 - Strongly Agree	12	9%
	Total	134	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.73
Variance	0.45
Standard Deviation	0.67
Total Responses	134

40. Teachers and administrators in our school system have an understanding of a common mission to improve overall student achievement.

#	Answer	Response	%
1	1 - Strongly Disagree	2	1%
2	2 - Disagree	19	14%
3	3 - Agree	93	69%
4	4 - Strongly Agree	21	16%
	Total	135	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.99
Variance	0.36
Standard Deviation	0.60
Total Responses	135

41. I believe board members should have knowledge and understanding of school board policy.

#	Answer	Response	%
1	1 - Strongly Disagree	0	0%
2	2 - Disagree	0	0%
3	3 - Agree	38	28%
4	4 - Strongly Agree	96	72%
	Total	134	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.72
Variance	0.20
Standard Deviation	0.45
Total Responses	134

42. I believe board members should have knowledge and understanding of school finance.

#	Answer	Response	%
1	1 - Strongly Disagree	0	0%
2	2 - Disagree	2	1%
3	3 - Agree	66	49%
4	4 - Strongly Agree	66	49%
	Total	134	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.48
Variance	0.28
Standard Deviation	0.53
Total Responses	134

43. I believe board members should have knowledge and understanding of standardized testing.

#	Answer	Response	%
1	1 - Strongly Disagree	0	0%
2	2 - Disagree	7	5%
3	3 - Agree	104	79%
4	4 - Strongly Agree	21	16%
	Total	132	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.11
Variance	0.20
Standard Deviation	0.45
Total Responses	132

44. I believe board members should have collaboration and teaming skills.

#	Answer	Response	%
1	1 - Strongly Disagree	1	1%
2	2 - Disagree	9	7%
3	3 - Agree	79	59%
4	4 - Strongly Agree	45	34%
	Total	134	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.25
Variance	0.37
Standard Deviation	0.61
Total Responses	134

45. I believe board members do not need knowledge and understanding of how local school board governance works.

#	Answer	Response	%
1	1 - Strongly Disagree	84	63%
2	2 - Disagree	39	29%
3	3 - Agree	5	4%
4	4 - Strongly Agree	5	4%
	Total	133	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.48
Variance	0.55
Standard Deviation	0.74
Total Responses	133

46. I believe board members should understand the rules of governance.

#	Answer	Response	%
1	1 - Strongly Disagree	2	1%
2	2 - Disagree	0	0%
3	3 - Agree	74	55%
4	4 - Strongly Agree	59	44%
	Total	135	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.41
Variance	0.33
Standard Deviation	0.58
Total Responses	135

47. I believe board members should have a basic understanding of teaching and learning.

#	Answer	Response	%
1	1 - Strongly Disagree	2	2%
2	2 - Disagree	4	3%
3	3 - Agree	82	62%
4	4 - Strongly Agree	45	34%
	Total	133	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.28
Variance	0.35
Standard Deviation	0.59
Total Responses	133

48. I believe board members should have knowledge and understanding of how to share a collective vision.

#	Answer	Response	%
1	1 - Strongly Disagree	0	0%
2	2 - Disagree	2	1%
3	3 - Agree	85	63%
4	4 - Strongly Agree	47	35%
	Total	134	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.34
Variance	0.25
Standard Deviation	0.50
Total Responses	134