# Annotated Bibliography of Works Cited

## Elected Board Governance Presentation to the
## St. Louis Public Schools Special Committee Task Force
**Missouri School Boards' Association**
**November 6, 2017**

Barthe, Patte. (June 2014). *Toward collaboration, not a coup: What the research says about mayoral involvement in urban schools*. Alexandria, VA: National School Boards Association, Center for Public Education.

The report provides a review of existing research on the results of mayoral involvement in public school governance. Out of more than 13,000 school districts in the U.S., only about 20 have come under formal mayoral control in the last 20 years. Findings indicate there is no conclusive evidence that mayoral governance improves student achievement. Based on the evidence, Barthe recommends several steps for mayors and school boards to work collaboratively to improve student achievement.

Council of the Great City Schools (Fall 2011). *Urban School Board Survey: Characteristics, Structure and Governance of Large Urban Public School Boards*.

This report details the dimensions of school board operations that include school board governance, benefits, committee structures, campaigns, and training on key issues affecting urban school districts. This report also highlights demographic trends in the makeup of school boards in urban school districts.

Dervarics, Chuck & O'Brien, Eileen (2011). *Eight Characteristics of Effective Boards*. Alexandria, VA: National School Boards Association, Center for Public Education.

This report synthesizes decades of studies exploring the role of the school board in student achievement. Studies include meta-analyses of education research focused on the practices of boards, superintendents and other school leaders, case studies of high-achieving districts with a focus on the role of school boards, and studies that compare the practices of school boards in high-achieving districts with the practices of boards in low-achieving.  Findings identify eight characteristics and approaches that differentiate boards in high-achieving districts.

Farkas, S., Foley, P., & Duffett, A. (2001). *Just Waiting to Be Asked? A Fresh Look at Attitudes on Public Engagement*. New York, NY: Public Agenda.
http://www.publicagenda.org/specials/pubengage/pubengage.htm

This national survey explores the attitudes and assumptions of different groups (superintendents, board members, teachers, parents, and nonparents) regarding public engagement in school reform. This study presents some important, practical information about different stakeholders' perceptions of public engagement. It also gives good background information to help others plan public engagement activities that are practical and strategic.

From the Editors: Mayoral Takeovers in Education: A Recipe for Progress or Peril? (Summer 2006). *Harvard Educational Review*.

This is an introduction from the editors to an issue of the Harvard Educational Review which contains several essays addressing challenges as well as outcomes of mayoral involvement in educational systems. The editors briefly outline the essays noting that mayors have a genuine desire to improve their schools; mayors have the ability to implement dramatic reform but there's little indication those reforms provide lasting impact on student achievement; and mayoral takeovers reduce democratic decision-making and disproportionately impacts minority citizens.

Hess, Frederick (2008). Assessing the Case for Mayoral Control of Urban Schools. *Education Outlook*, (4).

Replacing boards of education conceived during the Progressive Era with mayoral control has been a popular reform strategy in urban districts such as Boston, Chicago, and New York City. This analysis explains the key political and organizational claims for and against mayoral control and considers the implications for governance reform. In the end, the author concludes that mayoral control is an uncertain bet and poses potential long-term problems but--if designed thoughtfully--holds promise for deeply troubled urban school systems.

Hess, Frederick (2002). *School Boards at the Dawn of the 21st Century: Conditions and Challenges of District Governance*. A Report Prepared for the National School Boards Association. University of Virginia, School of Education and Department of Government.

This report draws on the results of an extensive study to illuminate the nature of school boards and the challenges they face. Data were gathered from a survey of board members in 2,000 school districts with a response rate of 41 percent.

Iowa Association of School Boards (2015). *Standards for Effective School Boards*. Des Moines, IA: Author.

This publication describes a framework for excellence in school board governance. Based on the Iowa Lighthouse Study, the framework includes six standards with competencies and key indicators that help clarify the work of high-performing schools boards. The standards include visionary team, student learning, district culture, policy and legal, fiscal responsibility and advocacy.

Iowa Association of School Boards (2002-2007). *The Iowa Lighthouse Project*. Des Moines, IA: Author.

This report summarizes the results of a federally funded five-year inquiry into the role of the local governance team in districtwide efforts to improve student achievement.

Iowa Association of School Boards (Fall 2000). Lighthouse Study: School Boards and Student Achievement. *Iowa School Board Compass, V*(2).

This special issue summarizes the findings of a two-year long research project examining the impact of school board practices on student achievement. Comparing school boards in high-achieving and low-achieving districts, the study identified seven governance conditions central to student achievement: shared leadership, continuous improvement and shared decision-making, ability to create and sustain successful initiatives, provide supportive work place, support meaningful staff development, support school sites based on data, and ensure community involvement.

Land, Deborah (2002).  Local School Boards Under Review: Their Role and Effectiveness in Relation to Students' Academic Achievement. *Review of Educational Research, 72*(2).

This report provides a review of literature on the role and effectiveness of school boards**.** It presents a brief history of school boards and describes the current state of school boards.  It examines school boards and educational governance reforms in order to describe the larger context in which school boards operate and explore how school boards have been, and might be, reformed in the future. Characteristics of effective school boards that have been identified by school board experts are described.

Lee, David E. & Eadens, Daniel W. (2014). The Problem: Low-Achieving Districts and Low-Performing Boards. *International Journal of Education Policy & Leadership 9*(3). www.ijepl.org.

This article shares the results from a review of 115 video recorded school board meetings using the School Board Video Project (SBVP) survey to uncover school board meetings' effectiveness. Statistical analyses compared observations between low-, medium-, and high-performing districts' school board meetings. Researchers observed a higher frequency of undesirable board practices in low-performing districts' meetings. Results indicate targeted school board training might lead to increased effectiveness that could impact student achievement.

Mississippi State Board of Education (June 16, 2017). *Summary of State Board of Education Agenda Items*. Jackson, MI.

Moscovitch, R., Sadovnik, A.R., Barr, J.M., Davidson, T., Moore, T.L., Powell, R., Tractenberg, P.L., Wagman, E. & Zha, P. (2010). *Governance and Urban School Improvement:  Lessons for New Jersey from Nine Cities*. Newark, NJ: Institute on Education Law and Policy.

By analyzing the ups and downs of mayoral control of schools in nine cities (including New York, Washington, D.C., Cleveland, and Boston), this study aimed to provide New Jersey policymakers with recommendations as they transition from state control back to local governance in Newark, Paterson, and Jersey City.

National School Boards Association (2017). *State of the Association*. Alexandria, VA: Author. www.nsba.org/

This report highlights the previous year's accomplishments of NSBA regarding advocacy for public education and the voice of local school boards in education policy; legal guidance and support on education and employment issues; public advocacy through media engagement; and support for state association directors and presidents.

New Jersey State Board of Education (September 13, 2017). *Resolution to Return Functions of Governance and Instruction and Program to Local Control in Newark Public Schools*. http://www.nj.gov/education/sboe/meetings/2017/September/public/Item%20D%20State%20Operation%20of%20the%20Newark%20Public%20Schools.pdf

Ravitch, Diane (2013). *Reign of Error:  The Hoax of the Privatization Movement and the Danger to America's Public Schools*. New York: Random House.

Former U.S. assistant secretary of education provides a view of today's American school system that argues against those who claim it is broken and beyond repair.  She identifies what is working in public education, suggests how policy makers can address root causes of educational failure and proposes a plan for preserving and improving public schools.

Shober, Arnold F. & Hartney, Michael T. (March 2014). *Does School Board Leadership Matter?* Washington, DC: Fordham Institute.

Researchers matched demographic and student achievement data to a national survey of 900 school board members across 417 U.S. school districts to examine: board member capacity to govern effectively, relationship between board member capacity and district performance, specific board member characteristics associated with greater capacity, and relationship between district's method of selecting board members and academic performance.

Snipes, Jason, Fred Doolittle & Corrrine Herlihy. (September 2002). *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement.* MDRC for The Council of Great City Schools.

Researchers from MDRC examined the effective practices of three large urban school districts that have raised academic performance as well as reducing racial differences in achievement.

St. Louis City (2007-2017). *Election Summary Report*. General Municipal Elections. Final Official Results. St. Louis, MO.  https://www.stlouis-mo.gov/government/departments/board-election-commissioners/elections/election-results.cfm

State of Connecticut. Senate Bill 1200. An Act Concerning the Hartford Public Schools and School District Accountability. January, 1997. West Virginia Board of Education (February 10, 2016). Minutes from Meeting.  https://www.cga.ct.gov/ps97/fc/293.htm

Workman, E. (2013). Local School Boards. In *50-State Comparison: K-12 Governance Structures*. Denver, CO: Education Commission of the States. www.ecs.org/k-12-governance-structures/.

This report provides a state-by-state listing of the total number of local public school boards and how the board members are determined – elected, appointed or a combination.

Ziebarth, Todd (2002).  State Takeovers and Reconstitutions. *Policy Brief*.  Denver, CO: Education Commission of the States.  https://eric.ed.gov/

This policy brief presents an overview, offers opposing perspectives, examines effects, and poses questions for policymakers regarding reconstitutions of schools and state takeovers of school districts and schools. The brief also provides: (1) the states that have enacted district takeover policies; (2) examples of states and districts that have been involved in takeovers; (3) the states that have enacted school takeover policies; (4) examples of states, school districts, and schools that have been involved in a state takeover; and (5) the states that have enacted policies that allow the state to reconstitute schools.