

The Lighthouse Study: Superintendents

The table below compares superintendents who participated in the Lighthouse Study* that were either %Moving+forward with clear plans to improve student achievement, or who were %Stuck+with little improvement evident.

Moving	Stuck
Described processes in place to improve student achievement; were intentional about involving others in the decision making process	More likely to mandate change or take a %hands off+approach to change
Established (with the board) district goals based on student needs; school expected to be linked with district goals	Discussed %ends+rather than %means+to an end of improving student learning
Described district staff as working together to improve student learning	Discussed the need to hold principals and teachers accountable for improved test scores
Discussed how district actions reflected community needs and input	Discussed frustration with lack of community involvement
Had high expectations for all students	Made excuses for why some students didn't learn or why test scores were not as high as they would like
Described initiatives within the district that were focused on student learning needs and improving achievement	Described initiatives within the district that were focused on facility issues or improving discipline

*The Lighthouse Study was conducted by the Iowa Association of School Boards.