ABSTRACT

        Feedback data provide an avenue to improved
perceptions; in the educational setting, improved perceptions
translate into personal growth and more positive organizational
culture. To provide a valid, reliable, and practical instrument for
faculty feedback regarding administrative skill, the Audit of
Principal Effectiveness was developed in 1982. Over the next 4 years
the instrument was statistically anaylzed, used in research and
schools, refined, reanalyzed, and shortened; since 1986 it has been
used in numerous research studies and in hundreds of schools across
the country. The revised instrument provides the principal with
teacher insight on 80 items of principal effectiveness. In addition,
teacher perceptions are provided regarding three domains: (1)
organizational development containing the factors of organizational
direction, linkage, and procedures; (2) organizational environment
containing the factors of teacher and student relations, and
interactive and affective processes; and (3) the educational program
containing the factors of instructional and curricular improvement.
Factor scores within the three domains provide the principal with an
understanding of personal administrative skills beyond the scope of
each individual instrument item. Suggestions for use of the audit
include providing anonymity for persons completing the instrument and
summarizing and sharing the findings from the assessment with the
faculty. (3 references) (KM)

# The Audit of Principal Effectiveness: A Process For Self-Improvement

A
Paper Presented At
The Annual Convention
Of The
North Central Association
Chicago
April 17, 1989

Jerry W. Valentine
Department of Educational Administration
218 Hill Hall
University of Missouri
Columbia, MO 65211

## THE AUDIT OF PRINCIPAL EFFECTIVENESS:
## A PROCESS FOR SELF-IMPROVEMENT

Many of us recall the movie "Snow White" and the scene in which the Queen asked, "Mirror, mirror on the wall, who is the fairest of them all?" The Queen desired, and expected, a self-satisfying, pleasing answer. She was enraged by the response she received.

Some would say, "We should not ask questions to which we do not want to know the answer!" Such a negative philosophy has no place in education. We can all benefit from a better understanding of how others perceive us. Even though we may not like, nor agree with, their perceptions, the data are useful. If used appropriately, feedback data provide an avenue to improve perceptions. In the educational setting, improved perceptions may translate into personal growth and more positive organizational culture. Such improvements impact on overall school effectiveness.

A national study of fifty effective principals conducted in the early 1980's profiled effective principals as "people persons" in their human relations and communication skills, in their willingness to practice participatory management in decision making and in their involvement of others in inservice and developmental activities. They valued "discussion with knowledgeable persons" for identifying potential influences on the school and specifically cited communication with faculty as a major means of anticipating curriculum needs.[1] Clearly, the more effective principals are not only open to the opinions of others, but seek those opinions particularly from the teaching staff.

The Queen's "Mirror-mirror on the wall" should become the principals' "Teacher-teacher in the hall." As described by Bailey, "Faculty feedback--the process of gathering information from faculty members for the purpose of improving leadership or administrative practices--is one of the most valuable sources available to administrators who are engaging in improvement practices."[2]

This presentation was prepared to share information about a recently developed

instrument for assessing principal effectiveness and provide some practical suggestions for use of the instrument. I hope the discussion underscores the importance of teacher feedback to principals in a systematic process and encourages the use of valid, reliable assessment instruments which provide data for professional growth.

## THE AUDIT OF PRINCIPAL EFFECTIVENESS

With a goal of providing a valid, reliable and practical instrument for faculty feedback about administrative skill, Dr. Mike Bowman and I began the development of the Audit of Principal Effectiveness in 1982. From 1982 through 1986, the instrument was developed, statistically analyzed, used in research and school systems, refined, reanalyzed, and shortened in order to provide a practical instrument for principals. Since 1986 the instrument has been used in numerous research studies and hundreds of schools across the country.

The revised instrument provides the principal with teacher insight on eighty items of principal effectiveness. In addition, teacher perceptions about each of three "domains" and nine "factors" are provided. The three domains are "Organizational Development," "Organizational Environment," and "Educational Program." Listed below are the working definitions of the domains and each of the factors for the domains. Scores on these factors provide the principal with an understanding of his/her administrative skill beyond the scope of each item of the instrument.

### DOMAIN: ORGANIZATIONAL DEVELOPMENT

The Domain of Organizational Development provides insight into the ability of the principal to work with personnel inside and outside the school setting to establish processes and relationships which most effectively promote positive growth and change of the organization as a whole. The specific factors for Organizational Development are defined below.

### FACTOR: ORGANIZATIONAL DIRECTION

The principal provides direction for the school through work with faculty to develop

goals, establish expectations and promote appropriate change.

**FACTOR: ORGANIZATIONAL LINKAGE**

The principal promotes positive working relationships between the school, the community the school serves and other educators and agencies which work with the school.

**FACTOR: ORGANIZATIONAL PROCEDURES**

The principal utilizes effective procedures for problem-solving, decision-making and change.

**DOMAIN: ORGANIZATIONAL ENVIRONMENT**

The Domain of Organizational Environment provides insight into the ability of the principal to nurture the on-going climate of the school through development of positive interpersonal relationships among members of the organization and effective day-by-day operational procedures for the school. The specific factors for Organizational Environment are defined below.

**FACTOR: TEACHER RELATIONS**

The principal develops effective working relationships with staff through appropriate communication skills, sensitivity to needs, appropriate support and reinforcement.

**FACTOR: STUDENT RELATIONS**

The principal develops effective working relationships with students through appropriate communication skills, encouragement, support and .ugh visibility.

**FACTOR: INTERACTIVE PROCESSES**

The principal organizes tasks and personnel for the effective day-by-day management of the school, including providing appropriate information to staff and students, developing appropriate rules and procedures and setting the overall tone for discipline in the school.

**FACTOR: AFFECTIVE PROCESSES**

The principal encourages the expression of feelings, opinions, pride and loyalty through team management, sensitivity, humor and personal example.

## DOMAIN: EDUCATIONAL PROGRAM

The Domain of Educational Program provides insight into the ability of the principal to serve as the educational leader of the school through active involvement in instructional leadership and curriculum development. The specific factors for Educational Program are defined below.

## FACTOR: INSTRUCTIONAL IMPROVEMENT

The principal impacts positively upon instructional skills through effective clinical supervision, knowledge of effective schooling and commitment to quality instru·tion.

## FACTOR: CURRICULUM IMPROVEMENT

The principal promotes an articulated, outcome-based curriculum through diagnosis of student needs and systematic program review and change.

## PRACTICAL USES OF THE AUDIT

In managing today's complex school, systematic insight from persons within the organization about a principal's skill has become commonplace. Many school districts expect or require principals to formally survey teachers and identify areas of strength and areas for improvement. The 80 item Audit of Principal Effectiveness is one of the few valid, reliable instruments, readily available to principals for that purpose. Scoring can be completed manually or by micro-computer at the school site or by computer throug₁ the developers.

Following are four suggestions for use of the Audit or any other similar instrument used at the building level to obtain teachers' perceptions for the purpose of self-improvement.

1. Anonymity of persons completing the instrument should be guaranteed. All data should be analyzed as group data or entire school or school district data. For example, a principal may find it helpful to know how teachers in the science program perceive the principal's ability to provide suggestions for improving instructional strategies. Or a principal may wish to better understand the early childhood teachers' perceptions about the ability of the principal to promote the development of effective curricular changes in the school. But in no instance should the principal be able to identify from the responses the perception of an individual teacher. Whether the principal or school district analyzes the responses on site, or whether the data are analyzed by the developers, the means by which the data are analyzed and reported should preclude the identification of individuals.

2. Principals find it helpful to use the same assessment instrument each year for several years. This provides baseline information useful in assessing change. Though spring is the most common time to administer an assessment survey, some

principals prefer a fall and spring assessment to note changes during the year. Either or both times are appropriate. The most important consideration is to develop a consistent pattern so data can be reviewed over a period of years.

3. All findings from the assessment should be summarized and shared with the faculty. This openness adds credibility to the importance of improvement and sets a tone for high expectations and improvement. The principal can have the data analyzed by items, factors and domains. A summary of the findings and suggested action plans can be shared via memo with faculty, along with an expression of thanks for taking the time to complete the instruments. In this day of accountability and outcome-based education, many principals find it wise and advantageous to share the findings with supervisors who have the responsibility for evaluating the principal. Objective data are particularly useful as supportive evidence for merit or incentive plans.

4. Many principals utilize a school improvement committee to assist in the administration, collection and analysis of data from school surveys such as the Audit. Principals are encouraged to use teacher committees to assist with the collection and analysis of the data and the identification of school goals for the upcoming year. [17]

## SUMMARY

A skill assessment instrument completed by teachers is a valuable tool for the principal. It is neither the only tool, nor the most important tool. Just as the family gardener needs the spade, the hoe, the rake, the hose, etc., the principal needs tools to gather data about personal skills, accomplishment of school goals, parent attitudes, student needs, etc. With the advent of accountability through outcome-based measures, the assessment of personal administrative skills becomes more essential. "Teacher, teacher in the hall, help me be the fairest principal of all" may not metaphorically do justice to "Snow White," but it does convey a message to educators. If we are to be effective educational leaders we must assess our skills and develop strategies for improvement. The Audit, or a similar instrument and process, plays an important role in effective educational leadership.

## Addendum

Tables describing scores of "outstanding" and "random" principals shared via overheads and handouts and discussed as baselin data for principals desiring to discuss their skills.

## References

1.  Jerry W. Valentine and Micki M. Kirkham, "A National Study of Schools in the Middle," Middle School Journal, National Middle School Association, August, 1985, p. 17.

2.  Gerald D. Bailey, "Faculty Feedback for Administrators: A Means To Improve Leadership Behavior," NASSP Bulletin, National Associations of Secondary School Principals, January, 1984, p. 5.

3.  More specific information about the development and use of the instrument are available from the authors. Ask for Audit of Principal Effectiveness: User's Technical Manual," 1986.

# AUDIT OF PRINCIPAL EFFECTIVENESS

## "OUTSTANDING" VS. RANDOM
## DOMAIN AND FACTOR SCORES

| | Out-Standing | Random | Difference | p level |
|---|---|---|---|---|
| **DOMAIN: ORGANIZATIONAL DEVELOPMENT** | 7.6 | 7.2 | .4 | .0001 |
| Factors: | | | | |
| Organizational Direction | 7.8 | 7.3 | .5 | .0001 |
| Organizational Linkage | 7.7 | 7.2 | .5 | .0001 |
| Organizational Procedures | 7.3 | 7.0 | .3 | .0001 |
| | | | | |
| **DOMAIN: ORGANIZATIONAL ENVIRONMENT** | 7.5 | 7.2 | .3 | .0007 |
| Factors: | | | | |
| Teacher Relations | 7.5 | 7.2 | .3 | .0046 |
| Student Relations | 7.5 | 7.3 | .2 | .0581 |
| Interactive Processes | 7.8 | 7.4 | .4 | .0001 |
| Affective Processes | 7.3 | 6.8 | .5 | .0001 |
| | | | | |
| **DOMAIN: EDUCATIONAL PROGRAM** | 7.5 | 7.1 | .4 | .0001 |
| Factors: | | | | |
| Instructional Improvement | 7.6 | 7.2 | .4 | .0005 |
| Curriculum Improvement | 7.5 | 7.0 | .5 | .0001 |
| | | | | |
| **OVERALL EFFECTIVENESS:** | | | | |
| Item #80 | 7.8 | 7.4 | .4 | .0001 |

"Outstanding" Schools: Identified by U.S. Department of Education "Recognition Program" prior to 1988.

Random Schools: Identified by random sampling of U.S. schools in 1987-88, stratified by grade levels.

P levels shown in this table are for t-tests. Analysis of variance tests were also conducted.

Findings from t-tests and ANOVAs identified Student Relations as the only variable not significant at the .05 level.

---

# AUDIT OF PRINCIPAL EFFECTIVENESS

## "OUTSTANDING" VS. RANDOM

## HIGHEST AND LOWEST SCORING ITEMS

| | OUTSTANDING | | | RANDOM | | |
|---|---|---|---|---|---|---|
| Rank Order | Factor | Item# | Score | Factor | Item# | Score |
| 1 | Org Dir | 3 | 8.36 | Org Lin | 12 | 8.06 |
| 2 | Org Lin | 12 | 8.30 | Org Lin | 13 | 7.88 |
| 3 | Ins Imp | 72 | 8.14 | Org Dir | 3 | 7.83 |
| 4 | Tch Rel | 40 | 8.07 | Ins Imp | 72 | 7.77 |
| 5 | Org Dir | 5 | 8.06 | Stu Rel | 48 | 7.63 |
| 6 | Org Lin | 13 | 7.98 | Int Pro | 56 | 7.59 |
| 7 | Int Pro | 52 | 7.95 | Tch Rel | 36 | 7.57 |
| 8 | Int Pro | 56 | 7.94 | Int Pro | 49 | 7.53 |
| 9 | Org Lin | 16 | 7.90 | Int Pro | 52 | 7.50 |
| 10 | Org Lin | 15 | 7.88 | Stu Rel | 47 | 7.49 |
| | | | | | | |
| 70 | Org Lin | 10 | 7.20 | Org Lin | 11 | 6.80 |
| 71 | Cur Imp | 78 | 7.17 | Stu Rel | 43 | 6.77 |
| 72 | Stu Rel | 43 | 7.17 | Tch Rel | 29 | 6.76 |
| 73 | Cur Imp | 77 | 7.11 | Aff Pro | 60 | 6.75 |
| 74 | Tch Rel | 29 | 7.07 | Cur Imp | 77 | 6.75 |
| 75 | Aff Pro | 60 | 7.04 | Cur Imp | 78 | 6.71 |
| 76 | Tch Rel | 31 | 6.95 | Org Lin | 10 | 6.48 |
| 77 | Org Pro | 26 | 6.79 | Org Pro | 26 | 6.42 |
| 78 | Ins Imp | 69 | 6.71 | Ins Imp | 69 | 6.41 |
| 79 | Aff Pro | 61 | 6.20 | Aff pro | 61 | 5.89 |

"Outstanding" Schools: Identified by U.S. Department of Education "Recognition Program" prior to 1988.

Random Schools: Identified by random sampling of U.S. Schools in 1987-88 stratified by grade levels.

## "OUTSTANDING" VS. RANDOM T-TESTS

| | OUTSTD | RAND | DIF | P LEVEL | | OUTSTD | RAND | DIF | P LEVEL |
|---|---|---|---|---|---|---|---|---|---|
| ORG DEVELOP | 7.6 | 7.2 | .4 | .0001 | STU REL | 7.5 | 7.3 | .2 | .0581 |
| ORG DIR | 7.8 | 7.3 | .5 | .0001 | 41 | 7.2 | 7.2 | .0 | .7802 |
| 1 | 7.7 | 7.1 | .6 | .0001 | 42 | 7.2 | 7.0 | .2 | .1048 |
| 2 | 7.7 | 7.2 | .5 | .0001 | 43 | 7.2 | 6.8 | .4 | .0044 |
| 3 | 8.4 | 7.8 | .6 | .0001 | 44 | 7.7 | 7.3 | .4 | .0011 |
| 4 | 7.8 | 7.3 | .5 | .0001 | 45 | 7.6 | 7.2 | .4 | .0040 |
| 5 | 8.1 | 7.4 | .7 | .0001 | 46 | 7.4 | 7.4 | .0 | .8981 |
| 6 | 7.8 | 7.4 | .4 | .0001 | 47 | 7.7 | 7.5 | .2 | .0316 |
| 7 | 7.5 | 7.0 | .5 | .0001 | 48 | 7.8 | 7.6 | .2 | .1478 |
| | | | | | | | | | |
| ORG LINK | 7.7 | 7.2 | .5 | .0001 | INTER PROC | 7.8 | 7.4 | .4 | .0001 |
| 8 | 7.6 | 7.0 | .6 | .0001 | 49 | 7.9 | 7.5 | .4 | .0007 |
| 9 | 7.6 | 6.8 | .8 | .0001 | 50 | 7.8 | 7.4 | .4 | .0001 |
| 10 | 7.2 | 6.5 | .7 | .0001 | 51 | 7.8 | 7.4 | .4 | .0001 |
| 11 | 7.5 | 6.8 | .7 | .0001 | 52 | 8.0 | 7.5 | .5 | .0001 |
| 12 | 8.3 | 8.1 | .2 | .0005 | 53 | 7.8 | 7.4 | .4 | .0002 |
| 13 | 8.0 | 7.9 | .1 | .2321 | 54 | 7.7 | 7.4 | .3 | .0096 |
| 14 | 7.8 | 7.3 | .5 | .0001 | 55 | 7.5 | 7.2 | .3 | .0216 |
| 15 | 7.9 | 7.3 | .6 | .0001 | 56 | 7.9 | 7.6 | .3 | .0009 |
| 16 | 7.9 | 7.5 | .4 | .0001 | 57 | 7.4 | 7.1 | .3 | .0010 |
| 17 | 7.7 | 7.1 | .6 | .0001 | | | | | |
| 18 | 7.4 | 6.9 | .5 | .0001 | AFF PROC | 7.3 | 6.8 | .5 | .0001 |
| | | | | | 58 | 7.7 | 7.2 | .4 | .0001 |
| ORG PROC | 7.3 | 7.0 | .3 | .0001 | 59 | 7.4 | 7.0 | .4 | .0001 |
| 19 | 7.2 | 6.9 | .3 | .0225 | 60 | 7.0 | 6.8 | .2 | .0117 |
| 20 | 7.3 | 6.9 | .4 | .0064 | 61 | 6.2 | 5.9 | .3 | .0158 |
| 21 | 7.2 | 7.0 | .2 | .0354 | 62 | 7.4 | 7.0 | .4 | .0001 |
| 22 | 7.5 | 7.3 | .2 | .1180 | 63 | 7.4 | 7.0 | .4 | .0006 |
| 23 | 7.7 | 7.3 | .4 | .0001 | 64 | 7.6 | 6.9 | .7 | 0001 |
| 24 | 7.4 | 7.1 | .3 | .0028 | | | | | |
| 25 | 7.4 | 7.1 | .3 | .0036 | EDUC PGM | 7.5 | 7.1 | .4 | .0001 |
| 26 | 6.8 | 6.4 | .4 | .0045 | INST IMP | 7.6 | 7.2 | .4 | .0005 |
| 27 | 7.3 | 7.0 | .3 | .0222 | 65 | 7.8 | 7.5 | .3 | .0003 |
| | | | | | 66 | 7.7 | 7.4 | .3 | .0002 |
| ORG ENVIRON | 7.5 | 7.2 | .3 | .0007 | 67 | 7.7 | 7.3 | .4 | .0012 |
| TCHR REL | 7.5 | 7.2 | .3 | .0046 | 68 | 7.3 | 7.0 | .3 | .0176 |
| 28 | 7.2 | 6.9 | .3 | .0165 | 69 | 6.7 | 6.4 | .3 | .0235 |
| 29 | 7.1 | 6.8 | .3 | .0265 | 70 | 7.7 | 7.2 | .5 | .0001 |
| 30 | 7.5 | 7.1 | .4 | .0019 | 71 | 7.5 | 7.1 | .4 | .0001 |
| 31 | 7.0 | 6.7 | .3 | .0136 | 72 | 8.1 | 7.8 | .3 | .0001 |
| 32 | 7.4 | 7.2 | .2 | .1611 | | | | | |
| 33 | 7.8 | 7.4 | .4 | .0006 | CURR IMP | 7.5 | 7.0 | 5 | .0001 |
| 34 | 7.5 | 7.3 | .2 | .0265 | 73 | 7.8 | 7.4 | .4 | .0001 |
| 35 | 7.4 | 7.2 | .2 | .0731 | 74 | 7.6 | 7.2 | .4 | .0001 |
| 36 | 7.8 | 7.6 | .2 | .0623 | 75 | 7.6 | 7.1 | .5 | .0001 |
| 37 | 7.6 | 7.3 | .3 | .0572 | 76 | 7.4 | 7.0 | .4 | .0001 |
| 38 | 7.6 | 7.3 | .3 | .0156 | 77 | 7.1 | 6.8 | .3 | .0022 |
| 39 | 7.6 | 7.3 | .3 | .0384 | 78 | 7.2 | 6.7 | .5 | .0001 |
| 40 | 8.1 | 7.4 | .7 | .0001 | 79 | 7.6 | 7.1 | .5 | .0001 |
| OVERALL EFFECTIVENESS: | | | | | ITEM 80 | 7.8 | 7.4 | .4 | .0001 |

"OUTSTANDING" SCHOOLS: IDENTIFIED BY U.S. DEPARTMENT OF EDUCATION "RECOGNITION PROGRAM" PRIOR TO 1988.

RANDOM SCHOOLS: IDENTIFIED BY RANDOM SAMPLING OF U.S. SCHOOLS IN 1987-88, STRATIFIED BY GRADE LEVELS.

DATA COLLECTED 1987-88

# AUDIT OF PRINCIPAL EFFECTIVENESS
## "OUTSTANDING" SCHOOLS

| | ELEM N=58 | JH/MS N=43 | H.S. N=73 | ALL N=174 |
|---|---|---|---|---|
| ORGANIZATIONAL DEVELOPMENT | 7.9 | 7.6 | 7.4 | 7.6 |
| ORGANIZATIONAL DIRECTION | 8.1 | 7.9 | 7.6 | 7.8 |
| ORGANIZATIONAL LINKAGE | 8.0 | 7.7 | 7.6 | 7.7 |
| ORGANIZATIONAL PROCEDURES | 7.9 | 7.1 | 7.2 | 7.3 |
| ORGANIZATIONAL ENVIRONMENT | 7.8 | 7.3 | 7.4 | 7.5 |
| TEACHER RELATIONS | 7.7 | 7.3 | 7.4 | 7.5 |
| STUDENT RELATIONS | 7.7 | 7.2 | 7.5 | 7.5 |
| INTERACTIVE PROCESSES | 8.0 | 7.7 | 7.6 | 7.8 |
| AFFECTIVE PROCESSES | 7.6 | 7.1 | 7.1 | 7.3 |
| EDUCATIONAL PROGRAM | 7.9 | 7.5 | 7.3 | 7.5 |
| INSTRUCTIONAL IMPROVEMENT | 7.9 | 7.5 | 7.3 | 7.6 |
| CURRICULUM IMPROVEMENT | 7.8 | 7.4 | 7.2 | 7.5 |
| OVERALL EFFECTIVENESS | 8.1 | 7.8 | 7.6 | 7.8 |

# AUDIT OF PRINCIPAL EFFECTIVENESS
## RANDOM SCHOOLS

| | ELEM N=43 | JH/MS N=44 | H.S. N=45 | ALL N=132 |
|---|---|---|---|---|
| ORGANIZATIONAL DEVELOPMENT | 7.4 | 7.0 | 7.1 | 7.2 |
| ORGANIZATIONAL DIRECTION | 7.5 | 7.2 | 7.2 | 7.3 |
| ORGANIZATIONAL LINKAGE | 7.4 | 7.1 | 7.2 | 7.2 |
| ORGANIZATIONAL PROCEDURES | 7.2 | 6.8 | 6.9 | 7.0 |
| ORGANIZATIONAL ENVIRONMENT | 7.4 | 7.0 | 7.1 | 7.2 |
| TEACHER RELATIONS | 7.4 | 7.1 | 7.1 | 7.2 |
| STUDENT RELATIONS | 7.5 | 7.0 | 7.3 | 7.3 |
| INTERACTIVE PROCESSES | 7.5 | 7.3 | 7.3 | 7.4 |
| AFFECTIVE PROCESSES | | 6.9 | 6.7 | 6.8 |
| EDUCATIONAL PROGRAM | 7.4 | 7.0 | 7.0 | 7.1 |
| INSTRUCTIONAL IMPROVEMENT | 7.5 | 7.1 | 7.1 | 7.2 |
| CURRICULUM IMPROVEMENT | 7.3 | 6.9 | 6.9 | 7.0 |
| OVERALL EFFECTIVENESS | 7.6 | 7.3 | .3 | 7.4 |

# AUDIT OF PRINCIPAL EFFECTIVENESS
## "OUTSTANDING" VS. RANDOM
### ITEMS NOT SIGNIFICANTLY DIFFERENT
### T-TESTS

| SCORES OUTSTD | RANDOM | P LEVEL | FACTOR | # | ITEM |
|---|---|---|---|---|---|
| 7.431 | 7.449 | .8961 | Stu Rel | 46 | The principal is highly visible to the student body. |
| 7.195 | 7.157 | .7802 | Stu Rel | 41 | The principal finds time to interact with students. |
| 7.984 | 7.884 | .2321 | Org Lin | 13 | The principal maintains good rapport and a good working relationship w: other administrators of the district. |
| 7.412 | 7.214 | .1611 | Tch Rel | 32 | Teachers feel at ease in the presence of the principal. |
| 7.787 | 7.630 | .1478 | Stu Rel | 48 | The principal enjoys working with students. |
| 7.522 | 7.346 | .1180 | Org Pro | 22 | The principal fairly and effectively evaluates school personnel. |
| 7.239 | 7.026 | .1048 | Stu Rel | 42 | Students feel free to initiate communication with the principal. |
| 7.395 | 7.158 | .0731 | Tch Rel | 35 | The principal is accessible when needed. |
| 7.768 | 7.573 | .0623 | Tch Rel | 36 | The principal takes time to listen to teachers. |
| 7.575 | 7.345 | .0572 | Tch Rel | 37 | Teachers feel free to share ideas and concerns about school w/principal. |
| 7.477 | 7.259 | .055 | – | – | STUDENT RELATIONS FACTOR |

NOTE: Analysis of variance provided same results on all items except #47. Using ANOVA, #47 p-level was .0627. All items/factors/domains not listed in this table were significantly different by outstanding vs. random at the .05 level.

"Outstanding" schools: Identified by U.S. Department of Education "Recognition Program" prior to 1988.

Random Schools: Identified by random sampling of U.S. schools in 1987-88 stratified, by grade levels.

Data Collected 1987-88.

---

# AUDIT OF PRINCIPAL EFFECTIVENESS
## OUTSTANDING VS. RANDOM
### ITEMS WITH MOST DIFFERENCES FOR MEAN SCORES

| SCORES OUTSTD | RANDOM | DIFF. | FACTOR | # | ITEM |
|---|---|---|---|---|---|
| 7.610 | 6.744 | .836 | Org Lin | 9 | The principal utilizes resources from outside the school to assist in the study, development, implementation and/or evaluation of the school. |
| 7.522 | 6.805 | .717 | Org Lin | 11 | The principal provides for dissemination of info. to individuals & agencies in the community. |
| 7.200 | 6.486 | .714 | Org Lin | 10 | The principal provides for gathering of info. & feedback from individuals & agencies in the community. |
| 7.559 | 6.873 | .686 | Aff Pro | 64 | Personal thoughts shared by the principal about school help teachers develop a sense of pride and loyalty as members of the school. |
| 8.069 | 7.424 | .645 | Tch Rel | 40 | Through effective management of the day-by-day operation of the school, the principal promotes, among staff, parents and community, a feeling of confidence in the school. |
| 7.685 | 7.055 | .630 | Org Lin | 17 | The principal understands and analyzes the political aspects of education and effectively interacts with various communities, e.g. local, state, national and/or various subcultures within the local community. |
| 7.628 | 7.000 | .628 | Org Lin | 8 | The principal develops plans for the cooperation and involvement of the community, individuals and agencies with the school. |
| 8.062 | 7.443 | .619 | Org Dir | 5 | The principal envisions future goals and directions for the school. |
| 7.881 | 7.272 | .609 | Org Lin | 15 | The principal strives to achieve autonomy for the school. |
| 7.698 | 7.107 | .591 | Org Dir | 1 | The principal assists the faculty in developing understanding of, and support for, beliefs & attitudes which forms the basis of the educational value system of the school. |
| 8.380 | 7.832 | .548 | Org Dir | 3 | The principal has high, professional expectations & standards for self, faculty & school. |

"Outstanding" Schools Identified by U.S. Department of Education "Recognition Program" prior to 1988
Random Schools Identified by random sampling of U.S. schools in 1987-88, stratified by grade levels
Data collected 1987-88

# APE
# FACTOR SCORES BY GRADE LEVEL
# "OUTSTANDING SCHOOLS"

| | ELEM N=56 | JH/MS N=43 | H.S. N=73 |
|---|---|---|---|
| **ORGANIZATIONAL DEVELOPMENT** | | | |
| ORGANIZATIONAL DIRECTION | 8.1 A | 7.9 A | 7.8 A |
| ORGANIZATIONAL LINKAGE | 8.0 AB | 7.7 AB | 7.6 AB |
| ORGANIZATIONAL PROCEDURES | 7.7 DE | 7.1 E | 7.3 DE |
| | | | |
| **ORGANIZATIONAL ENVIRONMENT** | | | |
| TEACHER RELATIONS | 7.7 CDE | 7.3 CDE | 7.4 ABC |
| STUDENT RELATIONS | 7.7 DE | 7.2 DE | 7.5 AB |
| INTERACTIVE PROCESSES | 8.0 AB | 7.7 AB | 7.6 A |
| AFFECTIVE PROCESSES | 7.6 E | 7.1 E | 7.1 E |
| | | | |
| **EDUCATIONAL PROGRAM** | | | |
| INSTRUCTIONAL IMPROVEMENT | 7.9 BC | 7.5 BC | 7.3 BCD |
| CURRICULUM IMPROVEMENT | 7.8 BCD | 7.4 BCD | 7.2 CDE |

Means with the same letter are not significantly different at .05 level.

"OUTSTANDING SCHOOLS": IDENTIFIED BY U.S. DEPARTMENT OF EDUCATION "RECOGNITION PROGRAM" PRIOR TO 1988. DATA COLLECTED 1987-88.

# APE
# FACTOR SCORES BY GRADE LEVEL
# 1987-88 RANDOM SAMPLE

| | ELEM N=43 | JH/MS N=44 | HS N=45 |
|---|---|---|---|
| **ORGANIZATIONAL DEVELOPMENT** | | | |
| ORGANIZATIONAL DIRECTION | 7.5 A | 7.2 AB | 7.2 A |
| ORGANIZATIONAL LINKAGE | 7.3 ABC | 7.1 ABC | 7.2 A |
| ORGANIZATIONAL PROCEDURES | 7.2 BC | 6.8 CD | 6.9 BCD |
| | | | |
| **ORGANIZATIONAL ENVIRONMENT** | | | |
| TEACHER RELATIONS | 7.4 AB | 7.1 ABC | 7.1 AB |
| STUDENT RELATIONS | 7.5 AB | 7.0 BC | 7.3 A |
| INTERACTIVE PROCESSES | 7.5 A | 7.3 A | 7.3 A |
| AFFECTIVE PROCESSES | 7.1 C | 6.9 D | 6.7 D |
| | | | |
| **EDUCATIONAL PROGRAM** | | | |
| INSTRUCTIONAL IMPROVEMENT | 7.5 AB | 7.1 ABC | 7.1 ABC |
| CURRICULUM IMPROVEMENT | 7.3 ABC | 6.9 CD | 6.9 CD |

Means with the same letter are not significantly different at .05 level.