

A SURVEY STUDY OF HOW THE STATE ACCOUNTABILITY
DIRECTORS PERCEIVE THEIR STATE'S LEGISLATORS',
TEACHERS', ADMINISTRATORS', PUBLIC'S,
AND PARENTS' VIEWS OF
ACCOUNTABILITY

By

JAMES DWIGHT DAVIDSON

"

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1972

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
December, 1975

Thesis
1975
D2525
Cop. 2

MAY 13 1976

A SURVEY STUDY OF HOW THE STATE ACCOUNTABILITY
DIRECTORS PERCEIVE THEIR STATE'S LEGISLATORS',
TEACHERS', ADMINISTRATORS', PUBLIC'S,
AND PARENTS' VIEWS OF
ACCOUNTABILITY

Thesis approved:

Carl R. Anderson

Thesis Adviser

L. Herbert Buncay

Kenneth H. Clair

N N Durham

Dean of the Graduate College

939118

PREFACE

This study is a survey of the various state directors of educational accountability. The primary objective was to obtain information from these directors related to their personal backgrounds and to receive data on how each of these directors felt his state's accountability program was perceived by various members of his state's society. This data was used to develop a general idea of the type of person each director is and his feelings toward the various programs throughout America.

The author would like to express his sincere thanks to his major adviser, Dr. Carl R. Anderson, for the invaluable assistance he has given during this study as well as that which he has supplied throughout the author's graduate schooling to date. Appreciation is also expressed to Dr. L. Herbert Bruneau and Dr. James Kenneth St. Clair for their help and assistance in preparing the final manuscript.

A very special note of gratitude to my wife, Janie, our son, Ryan, and my parents for the many sacrifices they have made so that this degree might become a reality.

Also, an expression of appreciation is extended to Mrs. Ruth McMahan and Mrs. Beverly Hiett for their assistance in various areas.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of Problem	1
Need for Study	3
Assumptions	5
Limitations	7
Defining Terminology	7
Purpose of the Study	8
II. A REVIEW OF SELECTED LITERATURE	10
III. THE RESEARCH OF METHODOLOGY	23
IV. A SUMMARY OF RESEARCH FINDINGS	30
V. THE SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY	39
Conclusions	40
Recommendations	42
SELECTED BIBLIOGRAPHY	44
APPENDIX A	45
APPENDIX B	47
APPENDIX C	49
APPENDIX D	52

LIST OF TABLES

Table	Page
I. Number of States with Legislation in Five Accountability-Related Categories, 1973-1974	50
II. Number of Legislative Acts Supporting Accountability Concepts, 1963-1974	51
III. Frequency of Accountability Directors' Ages	31
IV. Frequency of Accountability Directors' Degrees	32
V. Work Backgrounds of Accountability Directors	33
VI. Itemization of Factual Questionnaire Including Subjects of Age, Sex, Highest Degree, Years Associated with Accountability and Professional Work Background	36
VII. Responses to Test Instrument as Perceived by the State Director of Education Accountability	37
VIII. Results of General Consensus from Test Instrument as Perceived by State Director of Educational Accountability	38

CHAPTER I

INTRODUCTION

From the chaotic activities of the 1960's have evolved the calling to account of various members of our society in the 1970's. As various persons and organizations have found out, the public and political segments of America can and will hold the public servants responsible for their expenditures, actions, or lack of actions. Perhaps, then the theme of the 1970's is one of accountability. The Washington Post stated that education was now entering the "Age of Accountability."¹ If this is the case, then there is little wonder why such a tremendous amount has been written and legislated towards holding educational activities responsible and accountable since 1969.²

Due to the recent surge of legislation in the field of accountability, certain problems have arisen among states considering or participating in this type of legislation. Legislators have found it difficult to decide which type of accountability would be best suited for schools in their state.

Statement of Problem

The problem of which method of accountability is best for a given state has been compounded by the lack of research done on various methods of accountability. This problem of a shortage of research can be related to various states' systems and the directions they will take in the future. Furthermore, some information collected can only be of

value to that particular state's program. The school systems from which this information is received are different from other systems to the degree that research done on that system cannot be generalized to other school systems. Due to this lack of cross-over of research, coupled with the total lack of research, the question arises, "Are the accountability programs being held accountable by anyone?" With the amount of data that has presently been collected in relation to this question, one cannot be sure of the results. With this in mind, one could suspect that the short period of time between the enactment of the numerous accountability laws and the lack of viable research on the various laws enacted are a source of incomplete educational research. Due to this short period of time between legislation and implementation, there has been little chance to observe the results of the programs. Consequently, there is no assurance that accountability programs are doing what they were developed to do.

Since accountability seems to be one of the more important issues in education in the 1970's, it seems to deserve some attention as far as research is concerned. The lack of research in this area seems to be a problem within itself. It seems appropriate that certain types of research could be useful in determining if the various concepts used by the states in formulating laws are doing what they were intended to do. In an effort to provide further knowledge on this subject, a survey study of how the state accountability directors perceive their state's accountability has been developed and used in this research effort.

The problem of the lack of research directed toward accountability is one which has been overlooked by many persons. In an effort to install accountability programs in many states in a short period of time,

it appears that appropriate thought, consideration, and deliberation have not gone into the planning of several accountability plans. This, in itself, is a problem. Are we, the taxpayers, paying for a developing bureaucracy for which there is no direction or real need? In this age of accountability this would be a very poor way of developing an accountability program. Because of the lack of research and the development of certain bureaucracies, our accountability laws have become misled. Christopher Cory stated in Learning Magazine that for most teachers "accountability's dead hand can only increase paper work and paranoia."³

Due to the apparent possibility that our accountability systems are not all ideal, it is a necessity to evaluate these programs just as you would the school systems they are constructed to evaluate. The significance of this need to evaluate is monumental. If the movement on accountability is in fact not being held accountable, then our public school systems are possibly being forced into situations which are not only sterile educationally but even harmful to our schooling programs. In a Phi Delta Kappan issue of 1974 it was stated that "virtually no research on accountability has been done."⁴ This only magnifies the need for research to be performed to establish some basis for further advancement in the fields related to accountability systems. Since there is an apparent lack of research in this field, one needs to be able to establish a developmental reasoning for the studying of such a diverse grouping of systems which our present accountability systems now appear to be.

Need for Study

Historically, the concepts of accountability are not new to America; but little had been legislated until the Federal Government entered into education. Though Federal funding of education did not start with the Title I monies from the Elementary and Secondary Education Acts, this Act did set the stage for the start of evaluation in urban schools. A door was opened by which the Federal Government could attempt a periodic evaluation to see if the monies spent were initiating a positive change in education in the particular setting in which they were being spent. The ESEA Title programs VII and VIII held that educational systems were responsible for predictable and measureable results for the monies spent by these programs.⁵ The various sections of ESEA have come about in the past few years and they were the actual leading edge of a tremendous increase in accountability legislation not only on the Federal level but extending downward to the state and in degrees to the local level.

Initially, many of the states' accountability programs were based on needs assessments in relation to the ESEA, Title III⁶ program. As legislators became harder pressed on the local levels for economy in government, they found the way to satisfy certain groups was to investigate government expenditures in relation to what the taxpayers were receiving in return. Consequently, the educational systems fell under the scrutiny of many legislators. This in turn led to a tremendous increase of legislative action occurring in this field since 1970. Whereas the total number of laws related to accountability enacted before 1969 had been seven, that year alone, that number was matched.⁷ Furthermore, by 1971 that number had more than tripled to 22 states in

which there had been passed some form of educational accountability legislation.⁸

Could this increase in legislation have led us down a blind path? The various theories used to develop accountability programs are no doubt quite valuable; but one must remember they are only theories and therefore are subject to testing and evaluation themselves. The accountability studies are legislated from various theories and assumptions related to education whether they are directed toward fiscal, program, or process accountability. Of course, the structure developed by the legislators are of great expense to these states. The bureaucracy which is established in each state draws salaries, has office and travel expenses. If there is evaluation in these states, the expense of collecting information throughout the state could be quite costly in itself. Thus, the idea of the cost of an accountability program must be weighed against the positive factors the program could present.

Since it seems accountability is on the upswing throughout the states, it becomes apparent that for the reasons of lack of substantiated research in the field, increased burden on taxpayers due to the formation of a new bureaucracy, and expected development of further theories which will be implemented over a period of time, it would be valuable to the states and the educational systems involved to see if accountability programs are accomplishing what they had been established to do originally. Thus this rationally leads to some basic assumptions necessary for this study to occur and be of value as far as reliability and construction is concerned.

Assumptions

For the purpose of this study it was assumed that accountability was not the responsibility of any one power group but instead was a function of a cooperative effort of legislators, teachers, administrators, the general public, and parents. Without this general assumption there would be no need for this survey study because it would probably never be of value to anyone.

There have been five major categories of legislation evolved from the entire spectrum of accountability in the United States in recent years. These categories are as follows:

1. State assessment evaluation; state testing programs
2. Modern management techniques
3. Professional personnel evaluation
4. Performance-based school accreditation
5. Performance contracting⁹

Some form of these basic categories have been legislated or resolved in a majority of the states in America as of 1974. Though it has been stated by C. A. Bowers that accountability is incompatible with academic freedom, we cannot be sure this is the case. With the advent of the various accountability programs throughout the states, we can assume that these states are now interested in a measurable technique to see if educators are preparing students to function in a technological world.¹⁰ Research related to accountability could better answer the question of incompatibility mentioned by Bowers.

This in turn leads to another basic assumption. If the need for accountability systems are perceived as being related to the demands and needs of a technological society, would it not be of need to those

who see fit to adopt accountability laws as well as the rest of the American society? Of course, we assume the United States is technological in nature by observing the many advancements made in various technological fields. Thus, a need for accountability could be a result of this particular type of society. Since a technological system has certain aspects which demand feedback and evaluation, a school system would probably reflect such society by having similar traits.

Limitations

Thus a survey study is limited to a definite scope of expertise. It would be futile on the investigator's part to attempt to determine the effect on accountability that the technological society has. But it is possible to assume that the investigator could develop a categorical division of various types of legislation passed as well as establish possible generalities from whatever type of information was collected by the investigator. The limitations this imposes on a study such as this are quite apparent.

It is not the intent of this study to formulate any theories related to why or where accountability is headed. Further, this study is limited to the information collected by the instrument used and the responses received from the subjects in relation to that instrument. It is assumed that the respondents to the instruments provided accurate and honest information as they perceived it in their respective states. These guidelines are related specifically to the instrument and methods used in the study.

Defining Terminology

If one were to search books prior to the very late 1960's, it is doubtful that the term "accountability" would be in any isolated segment. Of course, this is no longer the case. With the advent of the "accountability" in education since 1969, it has now become the "in" word of education. A composite of several definitions were used when considering the meaning of accountability in this study. Leon Lessinger stated that accountability was the "continuing assessment of the educational achievement of pupils in a school system; the relating of levels of achievement attained to the state and community's educational goals and expectations, to the parents, teachers, taxpayers, and citizens of the community."¹¹

Although Lessinger's definition is very good, it does not cover the entire realm related to this study. For this study to be differentiated into the necessary categories, it becomes essential to add some more to the definition. "Accountability" can be broken down into three basic types consisting of (1) program (goal), (2) process, and (3) fiscal.¹² These three types in conjunction with needs assessments and further evaluations of the systems cover the general range of accountability in the United States.

Purpose of the Study

The survey in this study is in a very strict sense an attempt to collect certain data via an instrument, yet in the process not drawing unfounded conclusions.¹³ In this manner it becomes possible to further the research data in the field of educational accountability for future studies over the said subject.

FOOTNOTES

¹Stanley M. Elan, "Holding the Accountability Movement Accountable," Phi Delta Kappan, Vol. 55, No. 10 (June, 1974), p. 657.

²Ibid.

³Ibid.

⁴Ibid.

⁵Edward Wynne, The Politics of School Accountability (Berkeley, 1972), p. 73.

⁶John E. Roueche, "Accountability for Student Learning," in Toward Instructional Accountability, John E. Roueche and Barton R. Herrscher, editors (Palo Alto, 1973), p. 203.

⁷Phyllis Hawthorne, Legislation by the States: Accountability and Assessment in Education (Denver, 1974), p. 3.

⁸Ibid., p. 4.

⁹Ibid., pp. 5-6.

¹⁰Frank J. Sciara and Richard K. Jantz, Accountability in American Education (Boston, 1972), pp. 25-33.

¹¹Leon M. Lessinger, "Accountability and Humanism: A Productive Educational Complementarity" in Accountability: Systems Planning in Education, Creta B. Sabine, editor (Homewood, 1973), p. 7.

¹²Marvin C. Alkin, "Accountability Defined," in Toward Instructional Accountability, John E. Roueche and Barton R. Herrscher, editors (Palo Alto, 1973), p. 203.

¹³Fred N. Kerlinger, Foundation of Behavior Research (New York, 1973), pp. 410-423.

CHAPTER II

A REVIEW OF SELECTED LITERATURE

Books related to the field of educational administration prior to 1969 were devoid of references to accountability. Perhaps they mentioned financial accounting or accountant. So where did this term originate? Perhaps the answer to the question seems too easy. Accountability has been with man since biblical days. Leon M. Lessinger of Georgia State University stated it in this way: "Accountability is an old and classical notion in all societies. The Bible tells us that we are accountable to God Himself for our stewardship on earth."¹

Of course we are also addressing ourselves to a more recent accountability move than the Massachusetts Acts of 1642 and 1647 in which states took the initiative to set up an educational system in which they prescribed what would be taught.² In very recent years accountability has slowly ebbed into our society. With Federal intervention into the state's area of education, the bringing to account became a more pronounced movement. The Federal Government indicated it would become a part of the educating structure as early as 1862 and 1890 with the Morrill Act.³ It then further extended its influence with such laws as the National School Lunch Act of 1946⁴ and Public Law 346 of 1944, more commonly referred to as the G.I. Bill.⁵ These laws clearly demonstrated that Federal spending was now into education quite deeply.

Due to the launching of Sputnik by the Russians in 1957, America was brought to a rude awakening. This discovery that our technology

was not vastly superior and possibly inferior to Russia's, culminated in the passing of the National Defense Education Act of 1958.⁶ This law gave the Federal Government the greatest chance to that date to control education through its spending. There was other legislation passed related to this idea of Federal spending but none as pronounced as the Elementary and Secondary Education Act of 1965.⁷ Public Law 89-10 at its inception provided 1.3 billion dollars to schools annually under five major titles.

The advent of the use of Title monies in education proved to be a catalyst in the formation of accountability programs. Title I money started evaluation in the urban schools.⁸ Title VII and VIII monies called for the holding to account for predictable and measureable results.⁹ The use of Title III money in terms of accountability was noticeable in state assessment programs or needs assessments.¹⁰

About this time legislation started appearing at the state level in relation to accountability. This was brought about by numerous reasons; but Tyler suggests that the following may be the three strongest.

Three recent developments appear to have influenced the current emphasis and concern with accountability: namely, the increasing proportion of the average family's income that is spent on taxes, the recognition that a considerable fraction of youth are failing to meet the standards of literacy now demanded for employment in civilian or military jobs, and the development of management procedures by industry and defense that have increased the effectiveness and efficiency of certain production organizations.¹¹

Congressman John Brademas stated an unspoken assumption of accountability as follows:

the weapon we've long been seeking that will punish the teachers that can't make our children learn. This punitive interpretation of accountability is, of course, what the teachers' unions are responding to when they resist accountability in many of its forms.¹²

Views such as these slowly began to evolve for reasons such as mentioned by Tyler to the point at which accountability programs started to develop on the state level around 1963. With the increased costs of education, a teacher surplus, a changing nation's economy, and demands from groups like Nader's Raiders, the issue of accountability became a pressing problem for many states.¹³ Of course, this was resolved by state legislation to provide such an outlet and input into that state's educating programs.

In 1963 the Pennsylvania Reorganization Act started the state's formation of assessment studies which in many cases led directly to accountability laws. This was the opening of the flood gates as far as accountability legislation was concerned. Table I illustrated the tremendous increase that took place in accountability from 1963 to 1974.¹⁴ The increase in legislation seems to have leveled off and may be on the decline. Many theories have been suggested in relation to this occurrence but one which is highly accepted is that states have found out that the accountability and assessment programs themselves are quite costly. Furthermore, it is hard to determine if these legislated programs are actually worthwhile in relation to time and expenditures.

Therefore, by tracing accountability, it becomes apparent it has been present in ours and other societies in many forms for years. It has been translated into use by our state and federal governments in

recent years by various restrictions put on legislation and more recently by legislation directed toward various aspects of needs assessment, management, and performance in education.

When investigating a controversial aspect of education such as accountability, it is necessary to view both sides of the picture. The idea of accountability is not necessarily as bad as some persons would have one believe. It does not necessarily have to be considered as dangerous to school personnel if it is developed and established properly. As a matter of fact, it could well be of great help to the schooling populace in various states. When one considers the basic types of legislation which has been passed in recent years by various states, it is quite possible that some of these ideas could be of great value to the school personnel as well as the general public (legislators, parents, students, and taxpaying public). In Table II the five main categories of legislation in accountability show just what can be judged; and it is very easy to understand why these could be beneficial to educators in the following ways.¹⁵

State assessment and evaluation via the use of state testing programs are of great use to the school personnel in the following ways: By knowing what information the state perceives as valuable, teachers now will be able to construct their classes so as to increase their proficiencies in the said areas. Also this type arrangement would aid in the development of objectives set by each teacher. With a system set up like this, it would also be possible to evaluate and consequently clean out the ranks of the teachers of those who cannot function in our school systems. This system would also be of aid in developing new programs.

The use of modern management techniques such as program planning and budgeting systems (PPBS) and management by objectives (MBO) can bring about more fiscal responsibility within each state's system.¹⁶ Due to the increased spending in education and the increased cry for accountability in spending, it now is quite feasible and attractive to implement such programs.

A third major category which can easily be justified is that of professional personnel evaluation. By the use of this type of accountability, such improvements as increased abilities to develop goals and objectives via in-service programs and increase in teacher and administration evaluation will bring about a more professional and objective view toward education of teachers and certification related to this educating of future teachers. Consequently, the evaluation programs could be used to make the profession more performance-oriented on a personal basis. This could bring about the formation of a stronger, more professional teacher-based organization. Such an organization could strengthen the teachers' ranks by self-policing their members and striving for a high quality membership.

The final two categories are the least accepted by the states. Performance-based school accreditation could be attractive for the majority of the school population but is a problem when related to the slower learners in a system. Similarly, performance contracting could be used in numerous aspects of education but would run into trouble in the fields of creativity and slower learners. But, keep in mind these two methods could be arranged to be quite effective in most cases of accountability problems.

By looking at these major categories, it becomes evident that some type of accountabilities could be used as effective and sound methods to bring about an observable, responsible change in education. But, is change necessarily good? When speaking of change in his book Future Shock, Alvin Toffler states, "Unless man quickly learns to control the rate of change in his personal affairs as well as in society at large, we are doomed to a massive adaptational breakdown."¹⁷ We find it necessary to try and formulate acceptable change in the future. But is this possible? In B. F. Skinner's book, Beyond Freedom and Dignity, he suggests that we cannot allow change to evolve in our future society; but, instead, a planned guidance must be implemented.¹⁸ Thus we perceive a necessity to control an evolving change in education. This in part can be done by the various accountability programs that have been related in Table II.

It must further be mentioned that B. F. Skinner also feels that the controlled change must be the correct one or our way of life will cease to exist. Can the legislators who have developed the various accountability categories guarantee that these procedures will insure the type change which will be necessary for the future of mankind and American society? Do we know if the state testing programs and the objectives developed related to these programs will be what is required to benefit us ten years from now? Can we be sure modern management techniques will insure development of better methods of coping with future problems such as energy shortages? Does performance-based contracting and accreditation promise a way for better development of slow learners or imaginative, creative students? If the answer could be found to be "yes" on all of the above questions, the future of educa-

tion and America would be very bright. But no one is sure. Thus, one of the main problems of accountability can be detected. Can one be sure that the use of accountability programs will make education better now or in the future? If they do not improve education, then there is no need to spend vast sums of taxpayers' monies to support these new accountability programs.

From previous discussion, it has become apparent that the concept of accountability can be quite valuable to school systems as well as nations which rely on these systems to educate the coming generation of productive members of its society. Thus, whenever an attempt is made to control what will be taught and how it will be taught, it is of the utmost importance to everyone within the society. The fringe of this problem has reared its head in the form of accountability. Through the tremendous amount of state legislation since 1963, it now becomes imperative that some further research be done to determine if the accountability programs which have been devised at the taxpayers' expense are actually doing the task they were set up to do. Now is the time to find out if accountability is formulating fiscal responsibility without reeking havoc in school systems and decreasing their abilities to educate. Soon it is imperative to determine if the needs and objectives developed by and for school systems are actually increasing or decreasing the type of education which is valued by our society. Thus it has become of utmost importance for accountability to be held accountable in the sense that its programs are doing what they were created to do by the various states' lawmakers.

Thus the problem of the evaluation of the various accountability programs has appeared. This problem is of great significance in

itself. Without some assurance that these programs are doing what they were intended to do, is it feasible for legislators to continue to vote vast sums of taxpayers' monies at a time when taxpayers are voting for lawmakers who are conservative with their money?¹⁹ As late as June, 1974, in an editorial in Phi Delta Kappan, it was stated that "virtually no research on accountability has been conducted."²⁰ Without some types of documented research, it is not possible to even attempt to judge the value of the present laws in accountability.

With the future of our education process in the balance, the need for a justifiable and feasible accountability program is of the utmost necessity. For this to come about, further research is very important. The public and private sector will not support a system of evaluation which cannot do what it was intended to do. With this in mind, it becomes apparent that one way of determining the validity of such programs is by use of a survey study directed toward each state which has some type of accountability legislation. Such a study would supply information and possibly help the perceived problem of lack of research in the field of holding accountability accountable.

For the idea of accountability to be supported by both the public and private sector, it must be assumed that both these groups have a hand in its development and implementation. We must assume that accountability is not the responsibility of any one power group; instead, it is a cooperative function of legislators, teachers, administrators, the general public, and parents. Furthermore, we should also assume that these groups will perceive a need for evaluation studies to be carried on in relation to whatever legislation has been passed on accountability projects. If these assumptions hold true, it is possible

to develop a survey instrument with limitations which can supply needed information on the subject of various states' perceptions of their accountability programs.

The limits to a survey study of this nature are such that as long as an attempt is made only to survey the perceptions of each state's accountability director and report only those findings which are being sought in the manner they were sought, this study can be made reliable. Under no circumstances could conclusions be drawn from this study which were not specifically set down in the development of this study.

When speaking in relation to accountability, it is necessary to clarify just what is being used as the background definition for the construction of the various assumptions and theories used. In this particular study, Leon Lessinger's definition was the primary guideline. Lessinger stated "accountability" as follows:

The continuing assessment of the educational achievement of pupils in a school system; the relating of levels of achievement attained to the state and community's educational goals and expectations, to the parents, teachers, taxpayers, and citizens of the community.²¹

Further terminology which might be of special relation to this study is "contracting" or "performance contracting". This is nothing more than an attempt to make education more business-like in its approach to the education process being judged by a measurable means in relation to the expenditures on this particular amount of education. Thus it is very easy to measure by an objective instrument the ability of the teacher to fulfill the educational contract of "X" number of dollars for services rendered. This approach was condemned by Girard Hottelmann who believes it is just a hoax by the "industrial-educational complex" to use their influence in the United States Office of Educa-

tion to get their ideas into use in America's school systems. Of course, they can in turn have prepackaged educational plans which they can sell to the subjected school systems.²²

The development of this survey study does have certain limitations on it due to time, amount of expense which could be absorbed by the researcher, and other factors related to such an individual effort. With this in mind, certain research questions were devised so as to hopefully test for certain perceptions or facts as well as still staying within the framework of the study. The ten instrument questions used in the study were as follows:

1. I definitely understand what my state's accountability program is about.
2. The present accountability law provides for adequate input into the accountability system by the public sector (e.g. parents, students, interest groups, etc.).
3. Under the present accountability plan, our education process has improved very much.
4. Due to the way our state's present accountability system has affected schooling, it is now apparent that a trend toward greater activity in accountability is probable.
5. The present accountability program has satisfied the need for a systematic way of examining the educational process in our state.
6. The present accountability law provides for adequate input into the accountability system by the professional segments (e.g. teachers, administrators, legislators, etc.)
7. The educational accountability program has been so effective in my state it should be installed to all phases of state government.
8. The accountability program has provided the schools an excellent chance for public relations in the community.
9. The teachers in our state think the accountability program will show that they are very competent as a whole.

10. Our accountability program has been worth the financial investment made by our state to date.

These questions will be answered by the various state accountability directors as they perceive the legislators, administrators, teachers, public and parents of their states would want them answered.

FOOTNOTES

¹Leon M. Lessinger, "Accountability and Humanism: A Productive Educational Complementarity" in Accountability: Systems Planning in Education, Creta D. Sabine, editor (Homewood, 1973), p. 3.

²Ibid., p. 7.

³Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Organization and Administration (2nd ed., Englewood Cliffs, 1967), pp. 216-217.

⁴Ibid., p. 220.

⁵Ibid., p. 223.

⁶Ibid., p. 225.

⁷Ibid., p. 226.

⁸Edward Wynne, The Politics of School Accountability (Berkley, 1972), p. 73.

⁹John E. Roueche, "Accountability for Student Learning," Toward Instructional Accountability, John E. Roueche and Barton R. Herrscher, editors (Palo Alto, 1973), p. 3.

¹⁰Phyllis Hawthorne, Legislation by the States: Accountability and Assessment in Education (Denver, 1974), p. 3.

¹¹Leon M. Lessinger, "Accountability and Humanism: A Productive Educational Complementarity" in Accountability: Systems Planning in Education, Creta D. Sabine, editor (Homewood, 1973), pp. 7-8.

¹²Stanley M. Elen, editor, "Holding the Accountability Movement Accountable," Phi Delta Kappan, Vol. 55, No. 10 (Bloomington, 1974), p. 657.

¹³Frank J. Sciara and Richard K. Jantz, Accountability in American Education (Boston, 1972), pp. 229-233.

¹⁴Phyllis Hawthorne, Legislation by the States: Accountability and Assessment in Education (Denver, 1974), p. 9.

¹⁵Ibid., p. 3.

¹⁶ Arthur V. Olson and Joe Richardson, Accountability: Curricular Applications (Scranton, 1972), pp. 50-60.

¹⁷ Alvin Toffler, Future Shock (New York, 1970), p. 2.

¹⁸ B. F. Skinner, Beyond Freedom and Dignity (New York, 1971), pp. 1-24.

¹⁹ Leon M. Lessinger, "Accountability and Humanism: A Productive Educational Complementarity" in Accountability: Systems Planning in Education, Creta D. Sabine, editor (Homewood, 1973), p. 8.

²⁰ Stanley M. Elan, editor, "Holding the Accountability Movement Accountable," Phi Delta Kappan, Vol. 55, No. 10 (Bloomington, 1974), p. 657.

²¹ Leon M. Lessinger, "Accountability and Humanism: A Productive Educational Complementarity" in Accountability: Systems Planning in Education, Creta D. Sabine, editor (Homewood, 1973), p. 7.

²² Frank J. Sciara and Richard K. Jantz, Accountability in American Education (Boston, 1972), pp. 258-270.

CHAPTER III

THE RESEARCH OF METHODOLOGY

In the development of this paper it was essential that a set plan be devised by which information for the paper could be obtained, from whom it could be obtained, and what could be developed from this information. With this in mind, a precise breakdown of each area of the methodology for the research was required in order to be positive that there was no apparent weakness in the study.

There are a few basic segments in the survey which need to be stated so as to clarify what was done. First, it was necessary to isolate a particular group to contact in relation to accountability and its affect. In this paper the thirty-two states which have enacted legislation or by joint resolution have joined the accountability movement were the only subjects to be surveyed. These states' accountability officials were sent a personal factual sheet and a Likert-type questionnaire which contained ten different statements.

The subjects involved in this study were the accountability directors of the thirty-two states who have passed or enacted some type of accountability legislation. These states are listed in alphabetical order as follows: Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Maryland, Massachusetts, Michigan, Nebraska, Nevada, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode

Island, South Dakota, Texas, Utah, Virginia, Washington, and Wisconsin.

The accountability director of each state was requested to respond to the questionnaire as they perceived the majority of their state's legislators, school administrators, teachers, general public, and parents would respond if given the opportunity. The selection of the accountability officials to participate in the study was determined by their state's formation of an accountability program and their being one of the officials in that program.

This survey study was used to obtain selected information in relation to the accountability directors contacted and how they perceived the five groups they were asked to represent through their state's accountability program. Thus the personal information collected on each accountability director could be used to make a grouping of stated characteristics of the various state directors. The information collected from the test instrument which asked for conclusions from the directors in the five categories were used in developing various types of tables and graphs of information from the available source.

The test instrument and factual questionnaire were so constructed as to be closed-ended in nature. In this manner it was possible to get definite ideas and facts in relation to the directors themselves and their perceptions toward accountability in their states.

Taken individually, the factual questionnaire is quite different from the test instrument. The factual questionnaire was composed primarily to obtain personal information on the individual state accountability directors. Of course, such information as name, address, age, and sex were asked. In addition, such personal information as highest degree obtained, their special interest in education, their length of

time associated with accountability, and their work background were also asked. With the responses to these questions, it was possible to develop a sort of background on the various accountability directors throughout the United States. Thus it is possible to use the factual information obtained to correlate various items related to each of the accountability directors. An example of the factual sheet appears in Appendix D.

The test instrument itself was composed of ten individual statements which were related to various aspects of accountability. These were then related to the states which have passed accountability legislation. These statements were so constructed as to present the opportunity to the persons who responded to display their agreement or disagreement on that subject. There were five categories in which the state accountability directors were supposed to respond. Of these categories one of five responses were possible for each individual category.

In essence, this instrument was composed of ten statements which were presented to the state accountability directors of the various states which have passed some type of accountability legislation. The directors were asked to respond as they thought their state's legislators, administrators, teachers, public, and parents would to the test instrument. There would be a response for each of the above categories by the state officials. These responses would take the form of the following:

1. Strongly agreed
2. Agreed
3. Undecided

4. Disagreed

5. Strongly disagreed

One of the above mentioned responses would be chosen by the state accountability official for each of the five categories for each statement. An example of the survey sheet appears in Appendix D.

In the development of this survey study it was necessary to do a certain amount of research into the types and styles of questionnaires and test instruments which could be used.¹ Furthermore, it was necessary to formulate how they could be used in this particular study. The decision was made regarding which type of factual questionnaire would be used and how it would be administered. It was decided that a test instrument composed of ten statements would be supplied to state accountability officials which in turn would respond the way they thought the majority of various members of their state would respond. This was accomplished by the use of a Likert-type scale which ranged from strongly agreed to strongly disagreed with three other points between.²

The formulation of the questionnaire and test instrument then led to the further development of research design. The entire packet included a letter of introduction, an instruction sheet, a factual questionnaire, and a test instrument question sheet. But this alone was not the whole of this particular research project. The following is an itemized description of the procedures used and how the survey study was administered.

The first step taken in this survey was the collection of information on the subject of which states had passed or enacted accountability legislation. An up-to-date listing of these states was ob-

tained by contacting the Cooperative Accountability Project of Denver, Colorado.³

Then an attempt was made to obtain exact addresses from the states which supposedly had accountability. This was done by mailing an explanatory letter asking for the address of that state's accountability director or main office. With this letter was included a self-addressed, stamped envelope. After the responses were received, the next step was taken in the attempt to gather information.

This step was the assembling and mailing of the research packet. As mentioned previously, this packet included a letter of introduction which was used to explain who was conducting the study, for what purpose it was being conducted, and what was being studied. The packet also contained the instruction sheet. This sheet explained how to fill out the factual questionnaire and the test instrument. It further emphasized the necessity of a response for the validity of this study to be sustained. The factual questionnaire was included in the packet to collect certain personal information. Since this has already been discussed, there is no need for redundancy at this point. Finally, the test instrument itself was included. This also has been previously discussed with the exception of one point. This point is the exact structure of the instrument. Each of the ten statements were followed by the five categories under which the Likert scale was listed. The reason for this particular structure is obvious. The person responding did not become confused in this type of test structure. There was a better chance of confusion or mistakes being made if the response section were physically separated from the test statements.

Also included in the mailing of this packet was a self-addressed, stamped envelope. This, of course, was a point of convenience for the persons asked to respond, in hopes that the number of responses received would be very high percentage-wise.

Still another attempt to increase the percentage of response was made by the use of a follow-up letter. This letter again stated the ideas behind the study, who was conducting the study, why it was being conducted, and what was being studied. But, a special effort was also made to stress the necessity of the response of each accountability official who was contacted. The essential part of the letter was the statement of the need of response for this study to be statistically sound. Also included in the follow-up letter mailed to the various accountability officials was another packet of instruction sheet, factual questionnaire, and test instrument identical to the previously mailed packet except for the introductory letter.

The information received from the states contacted was then broken down into various areas. This information in turn was used to develop the results of this study and present some of what was being mentioned by the state accountability officials.

FOOTNOTES

¹Barry F. Anderson, The Psychology Experiment (Belmont, 1966), pp. 121-133.

²Fred N. Kerlinger, Foundations of Behavioral Research (New York, 1964), pp. 495-500.

³Phyllis Hawthorne, Legislation by the State: Accountability and Assessment in Education (Denver, 1974), p. 2.

CHAPTER IV

A SUMMARY OF RESEARCH FINDINGS

Of the thirty-two states which have passed legislation or joint resolutions in relation to educational accountability, each was sent an introductory letter which was used to obtain an address and any additional information the states would provide. Also each of the states was sent a packet which initially included the factual and test instrument. The follow-up letter also included the factual and test instrument.

There were twenty-five states which responded to the introductory letter. Of these states, five informed the investigator that they no longer had an accountability program. In all instances, those that responded did supply the necessary information requested by providing the addresses for their state's accountability department. In some cases these were sub-divisions of the education department or budgeting division of the state department. Also, six states supplied further information related to their state's accountability program in the form of brochures. Due to the information received, the investigator was then able to mail the initial test questionnaire.

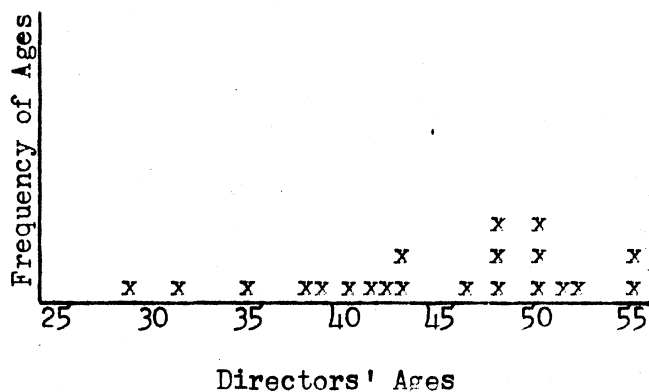
Here again, thirty-two states were sent the questionnaire mentioned above and responses were received from thirteen of these thirty-two states. Nine states returned the factual information and test instrument. Two of the thirty-two states did not feel they could

respond because of the particular condition their program was presently in. A check list was made of those states which responded to the questionnaire within a two-week period of time. These states were not included on the mailing list for the follow-up packet which was sent at the end of this two-week waiting period.

There were twenty-three states which were mailed the follow-up packet. Since there had been only nine states who responded to the factual questionnaire and test instrument prior to the mailing of the follow-up, it can be assumed that the remaining twelve states which responded were either tardy with their original response or were responding to the follow-up.

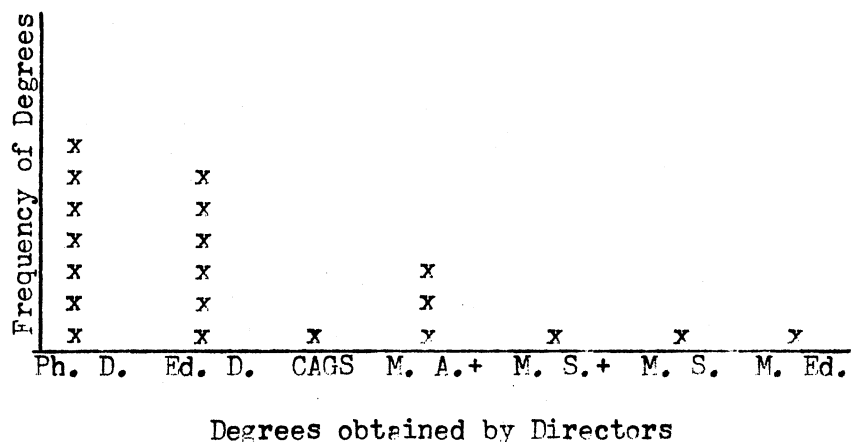
Of the twenty-one states' directors who responded to the factual questionnaires, it was found that the average age for this position was forty-five. Table III shows the frequency with which accountability directors' ages appear.

TABLE III
FREQUENCY OF ACCOUNTABILITY DIRECTORS' AGES



Also it was learned that there were two female directors of accountability as compared with nineteen male directors. Generally, the highest degree obtained was that of doctorate. Table IV shows the frequency at which various degrees were present in this survey. It is clearly evident that doctorate degrees were the most numerous of the states' directors.

TABLE IV
FREQUENCY OF ACCOUNTABILITY DIRECTORS' DEGREES



There were numerous designations for the occupational position held. Seemingly the only relation between these states' titles for the directors' stated position was that they did have "accountability" in the title. Again, there seemed to be no special interest group which fit the director's mold. On the contrary, they were quite a diverse group in their interest. The length of time which the directors had been associated with accountability also varied tremendously. There did

seem to be some generality established between the state directors in the field of work background. Table V presents information related to the various work backgrounds of the directors.

TABLE V
WORK BACKGROUNDS OF ACCOUNTABILITY DIRECTORS

Teacher	XXXXXXXXXXXXXXXXXXXX
Assist. Prin.	XXXXXXXXXX
Principal	XXXXXXXXXX
Assist. Supt.	XXXX
Superintendent	XXXXXXX

Frequency of Various Positions Held
By Accountability Directors

All but three of the directors had been teachers and many had been administrators. Fifty per cent had been assistant principals or principals and thirty-five per cent had been superintendents or assistant superintendents. Thus, in a sense, it is apparent that most of these directors came up through the educational ranks. Also it is worthy to note that they did have an administrative background. For further study, an itemized list of the various directors' responses to such questions as age, sex, highest degree, special interests, years associated with accountability, and work background is provided in Table VI.

Also Table VII illustrates an itemized list of responses received from the test instrument. These responses were then used to formulate an idea of the general consensus of the groups of which the directors surveyed represented. This consensus is listed as Table VIII.

Table VIII was developed by using the results given in Table VII and finding the mean score for each of the five groups in each of the ten statements. The procedure for this development of the mean was quite simple. By setting SA equal to 1, A equal to 2, U equal to 3, D equal to 4, and SD equal to 5, it was possible to account numerically for each response given by the various directors related to each separate group. By multiplying the total number of responses listed under a certain heading by whichever numerical value had been designated for that sub-heading (i.e. SA), it was possible to then derive the mean score. This was accomplished by adding the numerical values of each of the five sub-headings and then dividing by the total number of responses which had been received on that particular heading (i.e. legislator). This mean score was then used to determine what the consensus opinion was on each particular heading.

The investigator arbitrarily designated the numerical limits to the various consensus opinions. These limits were as follows:

Strongly agreed-----1 to 1.5
 Agreed-----1.6 to 2.5
 Undecided-----2.6 to 3.5
 Disagreed-----3.6 to 4.5
 Strongly disagreed-----4.5 to 5

The various mean scores were then interpreted into the consensus opinions of each statement's headings. These opinions were the ones used

to develop Table VIII. The use of Table VIII indicates the general consensus in relation to each question. Tables VI, VII, and VIII are illustrated in the following pages of this chapter. The state directors transmitted this consensus opinion via the test instrument when they responded for the legislators, administrators, teachers, public, and parents.

TABLE VI

ITEMIZATION OF FACTUAL QUESTIONNAIRE INCLUDING
 SUBJECTS OF AGE, SEX, HIGHEST DEGREE,
 YEARS ASSOCIATED WITH ACCOUNTABILITY
 AND PROFESSIONAL WORK BACKGROUND

State	Age	Sex	Highest Degree	Years in Account.	Work Background				
					Teacher	Assist. Prin.	Prin.	Assist. Supt.	Supt.
Alaska	---	M	-----	-----					
Calif.	46	M	Ed. D.	19					
Colorado	51	M	M. A.+	4	x	x	x	x	x
Florida	38	M	Ph. D.	5	x				
Georgia	42	M	Ph. D.	5	x	x	x		
Hawaii	48	F	Ph. D.	8	x				
Illinois	48	M	Ed. D.	3	x				
Indiana	39	M	Ed. D.	17	x	x	x	x	
Iowa	48	M	Ph. D.	7					
Kansas	50	M	M. S.+	14	x		x		x
Mass.	55	M	CAGS	3	x	x	x		x
Michigan	43	F	M. S.	5	x	x	x		
N. Jersey	31	M	Ph. D.	1	x	x			
N. Mexico	29	M	M. A.+	4	x				
New York	50	M	Ph. D.	5					
Oklahoma	40	M	M. A.+	3	x		x		
S. Dakota	43	M	Ed. D.	21	x		x		x
Texas	41	M	Ph. D.	5	x	x			x
Utah	52	M	Ed. D.	10	x		x	x	x
Virginia	50	M	M. Ed.	4	x	x	x	x	x
Virginia	35	M	Ed. D.	2	x	x			

TABLE VII

RESPONSES TO TEST INSTRUMENT AS PERCEIVED BY THE
STATE DIRECTOR OF EDUCATION ACCOUNTABILITY

(SA) Strongly Agreed (A) Agreed (U) Undecided
(D) Disagree (SD) Strongly Disagree

Question Number	Legislator					Administrator					Teacher					Public					Parent				
	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD
1.	1	5	3	8	0	2	10	3	3	0	1	8	4	4	1	0	5	3	9	1	0	6	4	5	2
2.	2	10	2	0	0	5	7	1	1	0	2	9	1	1	1	0	9	3	1	1	1	7	5	0	1
3.	0	3	9	5	0	1	8	3	5	0	1	5	7	4	0	0	4	8	4	1	0	5	8	4	0
4.	4	7	3	1	1	5	10	0	1	1	3	9	2	1	1	0	6	8	1	1	0	6	8	1	1
5.	1	6	6	4	0	3	8	3	4	0	1	8	3	4	1	0	6	6	5	0	0	6	7	5	0
6.	4	9	1	0	0	5	8	1	0	0	4	7	1	2	0	2	8	2	1	0	3	9	2	0	0
7.	0	4	6	2	2	2	4	7	4	2	2	1	9	4	2	1	3	8	3	2	0	3	9	4	2
8.	1	10	4	1	0	5	7	3	2	0	3	9	2	2	0	0	9	3	4	0	2	8	4	2	0
9.	0	3	8	4	1	0	5	6	6	0	1	5	6	2	2	0	5	8	4	0	0	3	9	4	0
10.	3	6	7	2	0	6	7	2	2	1	2	4	6	5	0	1	3	11	2	0	1	5	11	0	0

TABLE VIII

RESULTS OF GENERAL CONSENSUS FROM TEST INSTRUMENT
AS PERCEIVED BY STATE DIRECTOR OF
EDUCATIONAL ACCOUNTABILITY

Question Number	Legislator	Admini- strator	Teacher	Public	Parent
1.	undecided	agree	undecided	undecided	undecided
2.	agree	agree	agree	undecided	agree
3.	undecided	undecided	undecided	undecided	undecided
4.	agree	agree	agree	undecided	undecided
5.	undecided	undecided	undecided	undecided	undecided
6.	agree	agree	agree	agree	agree
7.	undecided	undecided	undecided	undecided	undecided
8.	agree	agree	agree	undecided	agree
9.	undecided	undecided	undecided	undecided	undecided
10.	agree	strongly agree	undecided	undecided	undecided

CHAPTER V

THE SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

This survey study was constructed to supply additional information in the field of educational accountability. The primary course of study were those areas designed to elicit response in the factual questionnaire and the test instrument. But certain other findings came to light which through earlier research had not been known. Specifically, a certain number of states have either dropped their accountability programs or curtailed the activities to the point of non-existence. Furthermore, other states have developed their accountability systems in such ways that they have been absorbed by certain segments of their state's governmental structure.

It seems that in some cases the accountability was too expensive for the benefits that were received from the program. This was the main reason Kentucky curtailed their accountability activity. Furthermore, as in many state agencies, once the program is started, it is tied to some existing department. Usually the existing department is such that it partially absorbs the accountability's individuality as a program. When this occurs the resulting system takes on the bureaucratic structure of the previously existing department.

In obtaining the responses in this particular study, two particular problems are ever present in the survey. The primary problem was

that the state directors of accountability responded as they felt the various majority consensus would be on each item. It is quite possible that the director might not have a true feeling for what the various segments actually think. If this is the case, then the test instrument section of the survey could be severely weakened because of such responses. Though no true way of measuring was used to accommodate for the above-mentioned problem, it should be mentioned that various questions on the test instrument and a few entire instruments were returned without responses. Those persons who returned the instruments stated they did not feel they could respond properly due to their lack of knowledge in the various areas on which they were asked to respond in the test instrument.

The second major problem which appeared was the limited number of respondents to the instrument. With an already restricted total number (32), and the number of returned questionnaires (21), it was very important that every possible response be received. Every effort was made to increase the response factor; yet the problem still existed. When such a limited number of person, thirty-two in all, are surveyed, the study progresses only to whatever point the collected information allows. The final response percentage for the questionnaire or information was 78 per cent.

Conclusions

Thus, certain problems compound the research method used in such a study as this one. Yet, some viable information can be collected. By drawing from the limited responses obtained from the factual questionnaire, one might attempt a few generalizations into the basic

person who might be chosen as an accountability director. As a whole, this group of persons are in their early forties and have at the least a Master's Degree plus additional hours college credit. They are usually males and have been in the business of accountability approximately five years. Their professional background consisted of teaching and administrative jobs. There are exceptions to these generalities, of course. But, taken as a whole, these depict many of the characteristics that the majority of the states' directors have.

From this information it is possible to conclude that accountability programs have been kept within the control of educators. The experience of these various directors was stated in Chapter IV in Table VI. Furthermore, it can be concluded that administrative experience is a very desirable trait to have if you are seeking a state accountability director's job. From the wide range of ages it does not seem necessary to have many years' experience; but the majority of the directors are over forty, so it could be stated that experience does play a part. Finally, it is apparent that most of the directors have advanced degrees of some type. Conclusions which can be drawn from this are very visible. States appoint persons to this position who have at least some experience and advanced degrees. These accountability directors are school people in background and experience.

Other conclusions which might be drawn is that accountability is not maintaining its degree of growth and strength which research trends seemed to indicate. As a matter of fact, from the responses received, many states either feel their present system of accountability is not doing the job or did not do the job and have since done away with accountability on the state scale. Various reasons could have brought

this about. If no perceived increase in education was detected, there was no reason to continue such an expensive program as accountability. It must do its job of holding aspects accountable to better the state system of education. Furthermore, the inability to determine what is "good" for that state's schools may affect the accountability systems. If accountability systems cannot determine, then they are not doing what some of them were developed to do.

As previously mentioned, possible trends in the general consensus of accountability programs can be studied in Table VIII (illustrated in Chapter IV). This table is one which has taken each set of responses individually and determined what the consensus on accountability questions of that group is as perceived by the state directors. By the use of this table and the others provided, it is possible to get some idea of the persons who are working in the area of accountability and how they perceive various states' groups' ideas toward the present system. This information was obtained by a systematic approach of data collecting.

Recommendations

By obtaining this data, certain conclusions could be drawn which might in turn be tested or investigated in some future research into accountability programs. Possible recommendations for further reach in the area of accountability include the following:

1. Go directly to the persons within the five segments of each state's society mentioned in this study and conduct a survey using a similar type of instrument but on a personal basis.
2. Conduct further studies which would address themselves to other facets of accountability not studied in this survey.

3. Develop theories related to the dropping of accountability programs and see if these theories hold true in the situations where states did drop accountability.

Of all of these possibilities for future study, it must be kept in mind that this study as well as any others performed are only as good as their design. In a survey study such as this one, no hasty conclusions were drawn and no intended speculation was meant. Only observed segments of data was collected in response to the type of questions asked and an itemized distribution of these responses was developed. Certain general consensus was shown in this study; but, until repeated, these generalities can only be held true to this study alone.

But, information collected from this study could be valuable in the area of the type of person who generally holds the accountability director's position and how various aspects are perceived at each state level by this director. This study could spawn ideas for future study as well as supply information to be used in the area of accountability research of the future.

SELECTED BIBLIOGRAPHY

- Alkin, Marvin C. "Accountability Defined." Toward Instructional Accountability. John E. Roueche and Barton R. Herrscher. Palo Alto: Westinghouse Learning Press, 1973.
- Anderson, Barry F. The Psychology Experiment. Belmont: Brooks/Cole Publishing Company, 1971.
- Elan, Stanley M. "Holding the Accountability Movement Accountable." Phi Delta Kappan, Vol. 55, No. 10 (June, 1974), p. 657
- Hawthorne, Phyllis. Legislation by the States: Accountability and Assessment in Education. Denver: Wisconsin Department of Public Instruction, 1974.
- Kerlinger, Fred N. Foundation of Behavior Research. New York: Holt, Rinehart, and Winston, Inc., 1974.
- Lessinger, Leon M. "Accountability and Humanism: A Productive Educational Complementarity." Accountability: Systems Planning in Education. Ed. Creta B. Sabine. Homewood: FTC Publications, 1974.
- Morphet, Edgar L., Roe L. Johns, and Theodore L. Reller. Educational Organization and Administration. Englewood Cliff: Prentice-Hall, Inc., 1967.
- Olson, Arthur V. and Joe Richardson. Accountability: Curricular Applications. Scranton: Intext Educational Publishers, 1972.
- Roueche, John E. "Accountability for Student Learning." Toward Instructional Accountability. John E. Roueche and Barton K. Herrscher. Palo Alto: Westinghouse Learning Press, 1973.
- Sciara, Frank J. and Richard K. Jantz. Accountability in American Education. Boston: Allyn and Bacon, Inc., 1973.
- Skinner, B. F. Beyond Freedom and Dignity. New York: Bantam-Vintage Books, 1971.
- Toffler, Alvin. Future Shock. New York: Random House, 1970.
- Wynne, Edward. The Politics of School Accountability. Berkley: McCutchan Publishing Company, 1972.

APPENDIX A

INSTRUCTIONS FOR QUESTIONNAIRE AND INSTRUMENT

1. Please fill out factual questionnaire at the bottom of this page.
2. Answer each question by circling one response for each of the interest groups mentioned in the response section below each question.
3. Please make sure you have responded once to each question for each interest group (or five times per question).

APPENDIX B

SCHEDULE OF INSTRUMENT STATEMENTS

1. I definitely understand what my state's accountability program is about.
2. The present accountability law provides for adequate input into the accountability system by the public sector (e.g. parents, students, interest groups, etc.).
3. Under the present accountability plan, our education process has improved very much.
4. Due to the way our state's present accountability system has affected schooling, it is now apparent that a trend toward greater activity in accountability is probable.
5. The present accountability program has satisfied the need for a systematic way of examining the educational process in our state.
6. The present accountability law provides for adequate input into the accountability system by the professional segments (e.g. teachers, administrators, legislators, etc.).
7. The educational accountability program has been so effective in my state it should be installed to all phases of state government.
8. The accountability program has provided the schools an excellent chance for public relations in the community.
9. The teachers in our state think the accountability program will show that they are very competent as a whole.
10. Our accountability program has been worth the financial investment made by our state to date.

APPENDIX C

TABLE I

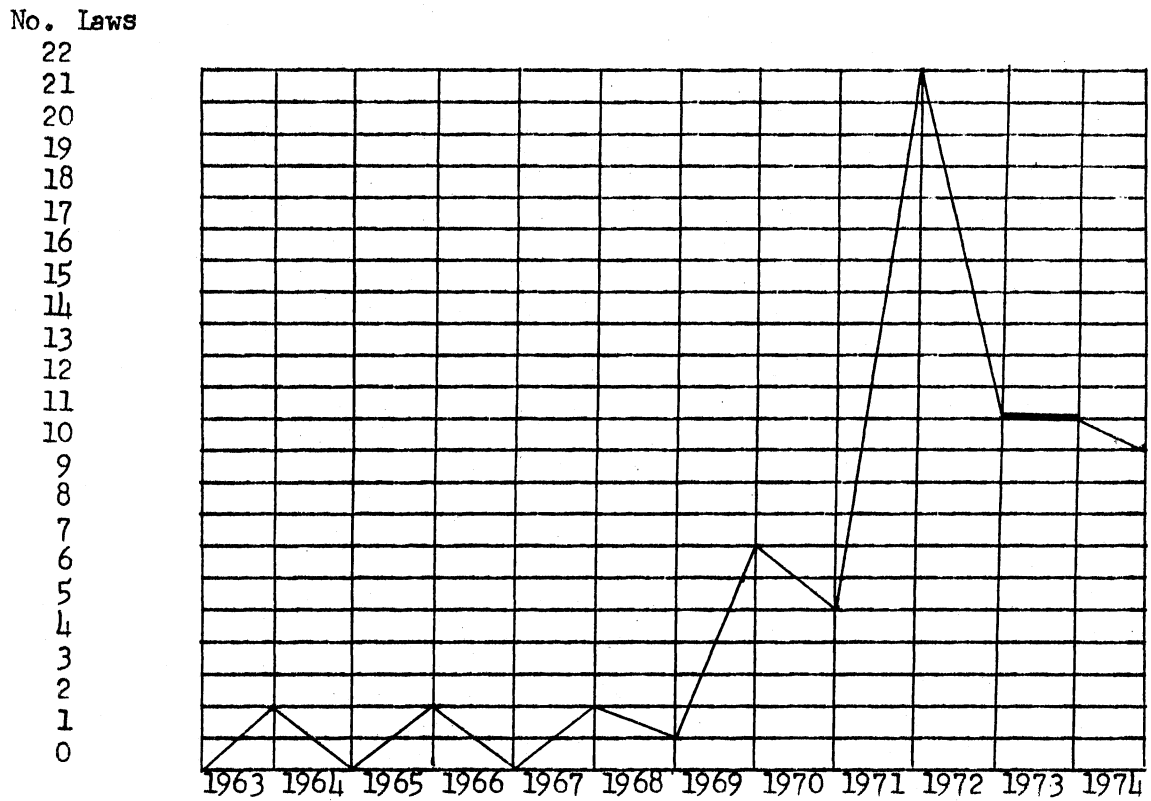
NUMBER OF STATES WITH LEGISLATION
IN FIVE ACCOUNTABILITY-RELATED
CATEGORIES
1973-1974

Category	Number of States
State Assessment/evaluation; State testing programs	18
Modern management techniques	16
Professional personnel evaluation	13
Performance-based school accreditation	3
Performance contracting	2

Source: Phyllis Hawthorne, Legislation by the States: Accountability and Assessment in Education (Denver, Colo., 1974), p. 3.

TABLE II

NUMBER OF LEGISLATIVE ACTS SUPPORTING ACCOUNTABILITY CONCEPTS
1963-1974



Source: Phyllis Hawthorne, Legislation by the States: Accountability and Assessment in Education (Denver, Colo., 1974), p. 3.

APPENDIX D

Instructions:

1. Please fill out factual questionnaire at the bottom of this page.
2. Answer each question by circling one response for each of the interest groups mentioned in the response section below each question.
3. Please make sure you have responded once to each question for each interest group (or five times per question).

Factual Questionnaire

Name _____

Address (official) _____

Age ___ Sex ___ Highest degree obtained _____

Present Occupational Position _____

Your special interest in education is _____

How long have you been associated with accountability? _____

Work Background: (Check all that apply)

Classroom teacher ___ Assistant Principal ___ Principal ___

Assistant Superintendent ___ Superintendent ___

Other (please specify) _____

Test Instrument Question Sheet

Respond to these questions in the spaces provided below.

- (1) Strongly agreed (2) Agreed (3) Undecided (4) Disagree
(5) Strongly Disagree

1. I definitely understand what my state's accountability program is about.

Legislators	Administrators	Teachers	Public	Parents
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

2. The present accountability law provides for adequate input into the accountability system by the public sector (e.g. parents, students, interest groups, etc.)

Legislators	Administrators	Teachers	Public	Parents
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

3. Under the present accountability plan, our education process has improved very much.

Legislators	Administrators	Teachers	Public	Parents
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

4. Due to the way our state's present accountability system has affected schooling, it is now apparent that a trend toward greater activity in accountability is probable.

Legislators	Administrators	Teachers	Public	Parents
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

5. The present accountability program has satisfied the need for a systematic way of examining the educational process in our state.

Legislators	Administrators	Teachers	Public	Parents
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

6. The present accountability law provides for adequate input into the accountability system by the professional segments (e.g. teachers, administrators, legislators, etc.).

Legislators	Administrators	Teachers	Public	Parents
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

7. The educational accountability program has been so effective in my state it should be installed to all phases of state government.

Legislators	Administrators	Teachers	Public	Parents
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

8. The accountability program has provided the schools an excellent chance for public relations in the community.

Legislators	Administrators	Teachers	Public	Parents
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

9. The teachers in our state think the accountability program will show that they are very competent as a whole.

Legislators	Administrators	Teachers	Public	Parents
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

10. Our accountability program has been worth the financial investment made by our state to date.

Legislators	Administrators	Teachers	Public	Parents
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

2
VITA

James Dwight Davidson

Candidate for the Degree of

Master of Science

Thesis: A SURVEY STUDY OF HOW THE STATE ACCOUNTABILITY DIRECTORS PERCEIVE THEIR STATE'S LEGISLATORS', TEACHERS', ADMINISTRATORS', PUBLIC'S, AND PARENTS' VIEWS OF ACCOUNTABILITY

Major Field: Educational Administration

Biographical:

Personal Data: Born in Tulsa, Oklahoma, May 9, 1951, the son of Mr. and Mrs. J. H. Davidson.

Education: Graduated from Kellyville High School, Kellyville, Oklahoma, in May, 1969; received Bachelor of Science degree in Biological Sciences from Oklahoma State University in 1972; enrolled in Masters program at Oklahoma State University in 1973; complete requirements for the Master of Science degree at Oklahoma State University in December, 1975.

Professional Experience: Science teacher and coach at Stroud High School, Stroud, Oklahoma; Research Technologist for Amoco Research Center, Tulsa, Oklahoma; Junior High School Principal and Senior High basketball and baseball coach at Kellyville High School, Kellyville, Oklahoma.