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ABSTRACT

The perceptions of various educators (N=495) of the effectiveness of practices related to the dissemination of the results from their schools' standardized testing programs were collected and analyzed. Contrary to what might have been expected from prior research, these educators rated the effectiveness of their schools' performance in disseminating the results of standardized testing higher than their schools' performance in meeting overall district responsibilities. Dissemination practices in which the schools' performance was rated highest were reporting results to supervisors and principals, reporting results to teachers, and reporting results to parents. Practices in which the schools' performance was rated lowest were reporting results to the community and counselors' meetings with supervisors, teachers, and pupils to share testing results. Teachers' ratings of the performance of their schools, particularly secondary teachers, were lower than the administrators' ratings, and educators assigned to elementary schools rated the performance of their schools higher than did their secondary cohorts. Also, contrary to some prior research findings, these educators indicated that their schools nearly always disseminated the results of standardized testing to parents, teachers, supervisors, and principals, and most of the time to pupils, particularly to those pupils in the upper grades. An appendix contains Section 4 of the data collection survey. (Contains 3 figures, 6 tables and 15 references.) (Author/SLD)

Running Head: EFFECTIVENESS OF DISSEMINATION

Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Effectiveness of Practices Related to their Schools' Dissemination of the Results of Standardized Testing

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Abstract

This study was designed to collect and then to describe, compare, and contrast various educators' perceptions (N=495) of the effectiveness of practices related to the dissemination of the results from their schools' standardized testing programs. Contrary to what might have been expected from prior research, these educators rated the effectiveness of their schools' performance in disseminating the results of standardized testing higher than their schools' performance in meeting overall district responsibilities. Dissemination practices in which the schools' performance was rated highest were reporting results to supervisors and principals, reporting results to teachers, and reporting results to parents. Practices in which the schools' performance was rated lowest were reporting results to the community and counselors' meetings with supervisors, teachers, and pupils to share testing results. Teachers' ratings of the performance of their schools, particularly secondary teachers, were lower than the administrators' ratings, and educators assigned to elementary schools rated the performance of their schools higher than did their secondary cohorts. Also, contrary to some prior research findings, these educators indicated that their schools nearly always disseminated the results of standardized testing to parents, teachers, supervisors, and principals and most of the time to pupils, particularly to those pupils in the upper grades.

Testing Directors', Principals', Supervisors', and Teachers' Perceptions of the Effectiveness of Practices Related to their Schools' Dissemination of the Results of Standardized Testing

The increased use of standardized tests in recent years has raised anew concerns about how the results of testing are communicated, about how the results of testing are used by various groups of educators, and about what effects this testing has upon pupils and the teaching-learning process (Paris, Lawton, Turner, & Roth, 1991). Further accentuating these concerns about the impact of testing, educators typically do not appear to have a positive attitude toward standardized testing despite the increased use of testing as a tool for school reform. For example, in some schools educational administrators reported that they do not convey standardized test results to their teachers (Wood, 1982). And when test results are conveyed to teachers, the results are commonly not available until six or eight weeks after the administration of the tests which further reduces the probable use of the testing information in daily teaching activities (Hall, Carroll, & Comer, 1988). Still other research related to educators' attitudes toward standardized testing indicates that many counselors feel that the use of tests in counseling on the whole are a sad disappointment (Miller, 1982), and classroom teachers, themselves, report a low valuing of and very limited use of the results from standardized testing in their day-to-day classroom instruction (Linn, 1990). Apprehension about increased standardized testing is further accentuated by lack of understanding of and limited formal measurement training of many classroom teachers (Diamond & Fremer, 1989) and in some cases of testing directors, themselves (Marso & Pigge, 1994).

The current availability of economical, high capacity computers has brought new potential solutions, and perhaps problems, to the task of conveying the results of testing to parents, teachers, and pupils. For instance, Fisher and Smith (1991) have described with some humor their adventures and misadventures in computer generated reporting; whereas Impara, Divine, Bruce, Liverman, and Gay (1991) have reported how the quality of teachers' test score interpretations can be enhanced by informative materials accompanying test reports such as the information readily generated by computers. These latter researchers also noted that their sample of teachers reported little classroom use of the results from a state mandated testing program.

Other researchers have found that teachers do report some use of the results from standardized tests as well as teacher-made, and state minimum competency tests in making major educational decisions; however, within eight decision categories of various uses of tests in educational settings none of these three types of tests were rated as playing a dominant role (Hall, Carroll, & Comer, 1988). Still other researchers have reported that recent pressures on raising test scores may lead to questionable, if not unethical, means of raising test scores through means other than instruction (Nolen, Haladyna, & Haas, 1992). For example, observations within some classrooms have revealed that the preparation for and participation in external testing programs may substantially reduce the time available for instruction, tend to narrow the curriculum presented to pupils, and reduce teacher instructional options because of the perceived incompatibility between some instructional methods and structured standardized testing formats (Smith, 1991).

Additionally, some researchers also have found that high stakes standardized testing may be having a negative psychological impact upon both pupils and teachers. Surveys of students have revealed that many adolescents have become suspicious and cynical about standardized tests and do not respond with positive test taking strategies when taking these tests (Paris, Lawton, Turner, & Roth, 1991). Similarly, surveys of teachers revealed the presence of external pressures to improve test scores through planning instruction around test content and, particularly in lower socio-economic schools, through increased time expended in reviewing previously presented content, use of practice items or practice tests, and the teaching of various test taking strategies (Herman & Golan, 1993). In another survey of teachers, O'Sullivan (1989) reported that teachers agreed with both negative and positive statements related to the impact of testing upon their pupils, but the teachers agreed somewhat more frequently to the negative statements. For example, 30% of the teachers in his sample felt that tests

place pressure and stress on pupils; whereas just 22% of the teachers felt that pupils actually work harder to learn materials to be covered in externally sponsored tests.

Relatively few studies have focused in particular upon practices used by schools to disseminate the results from standardized testing programs. In one such study, Barber, Paris, Evans, and Gadsden (1992) conducted surveys of parents, state departments of education, and school districts regarding practices and policies relating to the dissemination to parents the information derived from state assessments of pupil achievement. They found that many states and school districts had no policy regarding how the results from mandated testing should be reported to parents, and also they noted that few of those school districts or states which had dissemination policies required explanatory information to accompany reports to parents. Not surprisingly then, their surveys of those parents who did receive test reports revealed that few of the parents understood the test reports. Relative to strategies used by schools for reporting the results of career guidance testing to pupils, 51% of the schools reported using counselor-individual pupil interpretations, 62% reported using counselor-group interpretations, and 9% reported relying upon pupil self-interpretations. None of these studies nor could any other be located in the existing literature in which the researchers addressed the question of what practices for disseminating the results of standardized testing are perceived to be more or less effective.

The purpose of the present investigation was to identify and then to describe, compare, and contrast various groups of educators' perceptions of the effectiveness of practices related to the dissemination of the results obtained from their schools' standardized testing programs. More specifically, this study was designed to answer the following types of questions: 1) Do directors of school testing programs, teacher supervisors, school principals, and classroom teachers perceive their schools' procedures for disseminating the results of standardized testing to be effective? 2) Do these groups of educators differ one from the other in their perceptions of the effectiveness of their schools' procedures for the dissemination of the results of standardized testing? 3) Do educators assigned to elementary schools, in contrast to those assigned to secondary schools, differ in their perceptions of the effectiveness of their schools' procedures for the dissemination of standardized testing results? 4) How commonly are selected dissemination procedures, such as counselor-led groups, used for the dissemination of the results of standardized testing?

Methods and Procedures

The data gathered for this paper were derived from one component of a larger state-wide assessment of the management of standardized group testing programs in the K-12 public schools of Ohio. Each of the 616 nonvocational school districts was contacted regarding its willingness to participate in an extensive investigation of standardized testing practices and of the uses of standardized testing results. This inquiry resulted in 171 superintendents indicating a willingness to have their school districts participate in the study. From these 171 school districts, 106 districts were randomly selected using the type of administrative organization (city, county local, and exempted village) of the school districts as strata in the selection process. Of these 106 randomly selected districts, 97 districts (92%) ultimately did participate in the study.

The survey assessment instruments were mailed directly to the superintendents of the selected schools who in turn were asked to forward the sealed packets of materials to the individual in their district who was designated as their director of standardized group testing, to selected teacher supervisors, and to selected elementary and secondary school principals. The criterion provided to the superintendents for these latter participant selections was that they select one of their elementary principals, one of their secondary principals, and one of their teacher supervisors who would be most knowledgeable about and who could best inform the researchers about the practices and procedures of their school districts' standardized group testing program.

The elementary and secondary school principals receiving the survey packets from their superintendents, in addition to completing their own assessment of their districts' testing practices, were also directed to select and to forward enclosed survey materials to classroom teachers. The elementary principals were directed to select and to forward designated survey packets to one teacher assigned to grades one through four and to one teacher assigned to grades five through eight who were most knowledgeable about and who could best inform the researchers about the practices and procedures associated with their school districts' standardized group testing program. The secondary principals were directed to follow these same procedures but were asked to select one teacher from the math-science and one from the English-social studies subject areas.

The goals of these district and subject selection procedures were, first, to solicit assessment responses from schools representative of various district sizes and geographic locations (i.e., the strata used in the random selection of districts) within the state, just from those educators knowledgeable about their districts' testing practices and, also, to insure responses from educators who were representative of the instructional, administrative, grade, and academic subject area diversities found in the K-12 schools. The variety of instructional and/or administrative responsibilities of the various educational personnel within school districts as well as the variations in testing practices from school district to school district result in considerable diversity in the extent of experiences a particular educator might have with his/her school's standardized testing program. For example, as a consequence of test scheduling decisions, standardized tests might not be scheduled in fourth, sixth, and eleventh grades in a particular school district over a period of years. Consequently, teachers at these grade levels may have few direct experiences with their schools' standardized testing; whereas their district cohorts assigned to other grades over this same period of time may have frequent and direct involvement with their school's standardized testing program. A purely random subject selection likely would have resulted in many teachers being selected who had little first-hand information about standardized testing practices in their schools. Similarly, an administrator in his/her first year with a school district might also have little such first-hand information.

These subject selection and contact procedures resulted in the return of 480 usable survey assessment forms from 82 directors of testing, 156 principals, 47 supervisors of teachers, and 210 classroom teachers. Just those individuals designated as directors of standardized group testing by their superintendent and who, themselves, acknowledged the possession of that title were included in the testing directors group, and just those teacher supervisors employed by the selected school districts were included in the supervisors group. Several school superintendents reported either that formal teacher supervisor positions did not exist in their district or that teacher supervisory services were provided through their county offices of education. And a few superintendents sent testing directors' survey materials to staff members who likely did coordinate some or many of their district testing activities, but the individuals receiving the materials, themselves, did not acknowledge having been formally designated as director of their districts' standardized group testing program.

The respondents to the assessment survey reported being employed in schools organized by city district (42%), local county district (44%), and exempted village district (14%), in schools located in geographic settings described as rural (37%), suburban (57%), and urban (6%), and in small schools (11% with fewer than 1,000 pupils), moderately sized schools (34% with 1,000 to 2,000 pupils), moderately large schools (34% with 2,001 to 4,000 pupils), and large schools (21% with more than 4,000 pupils). These proportions of respondents representing different types of school organization, school sizes, and school settings were judged to be approximately similar to the composition of all schools in Ohio as reported in the Ohio Education Directory.

The focus of the present report is upon these educators' responses to nine survey items related to their school districts' practices associated with the dissemination of the results of standardized testing. They responded to each of the nine dissemination practices by rating the "relative effectiveness" and by rating the "frequency or extent" of their school districts' dissemination practices

or procedures during the past year or two. This specification of time was provided to give the educators a common reference period for their ratings.

In rating the relative effectiveness of their school districts' practices in disseminating the results of standardized group testing, the educators were directed to rate their own schools' effectiveness on each of the nine dissemination items relative to their schools' overall performance as an educational institution. This was done to give the educators a common reference point for their effectiveness ratings. It was assumed that some common reference point was essential to meaningful ratings, that most of the respondents would not have an in-depth across school districts experience basis for referencing their ratings, but that each educator, selected by the previously described methods, would have sufficient experiences for the formation of perceptions of the overall performance of their own district within the area of their assigned responsibilities. A five-point scale with narrative descriptions at each scale point and with an accompanying "DK" response option, defined as "I really do not know," was provided with each of the effectiveness and frequency scales. The "DK" response was added in part to check whether or not the previously described subject selection process had indeed resulted in the selection of individuals knowledgeable about their school's testing practices. The response continuum for the effectiveness scale ranged from we perform well below our average here '1' to we excel here '5'. The response continuum for the frequency or extent scale ranged from very rarely or never '1' to always or nearly always '5'. The nine items and their response codes are presented in the appendix.

One- and two-way ANOVA procedures were used to identify possible rating mean differences (with post-hoc pair wise mean tests done by the Scheffe procedure at $\alpha = .10$) among the groups of educators. The one-way ANOVA procedures were used to identify significant ($\alpha = .05$) rating mean differences among the teacher, principal, supervisor, and director of testing respondent groups. One-way ANOVA procedures also were used to examine possible differences among the directors and the other three groups of educators when the latter three groups were divided into those with secondary and those with elementary school assignments. Omitting the testing directors' ratings altogether, two-way ANOVA procedures were used to identify significant differences among the ratings of the teacher, supervisor, and principal groups (column independent variable) when each was classified by elementary or secondary school assignment (row independent variable). These various ANOVA procedures were completed on the data derived from the educators' ratings on the effectiveness and also the frequency scales (two sets of dependent variables) for each of the nine testing results dissemination practices.

Findings

The ANOVA procedures completed on the collected data revealed that the four groups of educators rated the effectiveness of their schools' practices for dissemination of the results from standardized testing at rather comparable levels and at levels higher than their schools' overall performance as an educational institution (see Table 1). Just for two dissemination practices were statistically significant differences found among the four groups of educators, namely, counselors meeting with teachers (item #8) with $F = 2.82$, $p < .05$, and counselors meeting with pupils to interpret the results of testing (item #9) with $F = 5.26$, $p < .001$. The post-hoc pair-wise mean comparison procedures failed to reveal statistically significant individual mean differences for the practice of counselors meeting with teachers; the apparent mean differences indicate that teachers ($\underline{M} = 2.98$) rated the effectiveness of this practice lower than did directors ($\underline{M} = 3.12$), principals ($\underline{M} = 3.25$), and supervisors ($\underline{M} = 3.43$). The post-hoc pair-wise comparisons for item #9 revealed that the testing directors ($\underline{M} = 3.24$) rated counselor meetings with pupils to be statistically more effective than did either teachers ($\underline{M} = 2.51$) or principals ($\underline{M} = 2.70$). The mean difference between the directors and the supervisors ($\underline{M} = 2.94$) was not statistically significant.

Insert Table 1 about here

Data in Table 1 also reveal that the testing directors rated all but one of the dissemination practices above the average of three, reporting to the community (item #6, M = 2.90). Similarly, the principals and supervisors rated all but two of the dissemination practices above average, reporting to the schools' community (item #6, M = 2.92 and M = 2.93, respectively) and counselors meeting with pupils (item #9, M = 2.70 and M = 2.94, respectively). Likewise the teachers rated items #6 (M = 2.99) and #9 (M = 2.51) below average, but they also rated (item #8, M = 2.98) counselors, principals, or supervisors meetings with teachers below average.

Spearman Rho calculations based upon the dissemination practices means for the various groups of educators provided further evidence of the comparability of the directors', principals', supervisors', and teachers' ratings of the nine dissemination practices. The six Rho coefficients for the various pairs of educator groups were each statistically significant, positive, and high, ranging from +.83 to +.97 with the lowest coefficient between the teachers and directors and the highest between the principals and supervisors as reported at the bottom of Table 1.

Elementary Educators' and Directors' Ratings

When the effectiveness rating responses of just those educators assigned to elementary schools and the testing directors (assigned to all schools) were compared, statistically significant mean differences among the four groups of educators were revealed for three of the nine dissemination practices (see Table 2). The elementary principals rated the effectiveness of their schools' reporting of achievement and aptitude scores to pupils (item #3, M = 2.75) somewhat below the average ratings of 3 and significantly lower than did the directors resulting in $F = 3.16$, $p = .03$. All four groups rated the reporting of achievement and aptitude scores to teachers (item #4) well above the average of 3, but the elementary teachers (M = 4.19) and principals (M = 4.29) rated this practice significantly higher (The difference between the teachers and the supervisors was similar in magnitude to that of the principals, but the difference here was nonsignificant likely because of the small sample of the principals.) than did the directors (M = 3.83) $F=3.81$, $p = .01$; and the directors (M = 3.24) rated the effectiveness of counselor meetings with pupils (item #9) significantly higher than did the elementary teachers (M = 2.01) and principals (M = 1.83) $F = 21.52$, $p < .001$. All ratings for this latter item were below average except for the testing directors' ratings. One or more of these groups of elementary educators (teachers, principals, and supervisors) rated four dissemination practices below average (items #s 3, 6, 7, and 9), but just ratings for item #9, counselors meeting with pupils, were well below the average, '3' value.

Insert Table 2 about here

As was true of all the educators (combined elementary and secondary as reported in Table 1), the elementary teachers, principals, and supervisors tended to rate most of the practices similarly with statistically significant, positive, and high Rhos of +.92 to +.97, but these elementary educators' ratings differed modestly from those of the testing directors as indicated by statistically significant, positive, and moderately high Rhos of +.73, +.74, and +.85, respectively as reported at the bottom of Table 2.

Secondary Educators' and Directors' Ratings

When the effectiveness rating responses of just those educators assigned to secondary schools were compared with each other and with the testing directors, statistically significant mean

differences were revealed for five items and differences approached significance (p = .06) for one other item (see Table 3). This indicates that the secondary educators' and the directors' effectiveness ratings varied more from one another than did the ratings of the elementary educators and the testing directors. Further, it can be noted that the directors' ratings more frequently differed from the other secondary educators' ratings than did any other groups' ratings, and for all nine items the directors' ratings were higher or more positive than one or more of the teachers, principals, and supervisors groups. There were significant post-hoc pair-wise differences indicated for four of the items.

Insert Table 3 about here

The testing directors' effectiveness ratings were significantly higher than the secondary teachers' effectiveness ratings for three of the dissemination practices, reporting achievement/ aptitude scores to parents (item #2: directors $\underline{M}$ = 3.71, teachers $\underline{M}$ = 3.19) F = 3.35, p = .02, reporting achievement/aptitude scores to teachers (item #4: directors $\underline{M}$ = 3.83, teachers $\underline{M}$ = 2.88) F = 13.02, p < .001, and reporting achievement and aptitude scores to supervisors and principals (item #5: directors $\underline{M}$ = 4.08, principals $\underline{M}$ = 3.66) F = 2.84, p = .04. The other two items revealing significant differences among the four groups of educators were counselors, principals, or supervisors meeting with teachers (item #8) F = 3.77, p < .01, for which the secondary teachers' ratings ($\underline{M}$ = 2.75) were lower than the secondary supervisors' ratings ($\underline{M}$ = 3.58) and counselors meeting with pupils (item #9) F = 2.79, p = .04, where the post-hoc pair-wise mean comparisons revealed no significant differences via the Scheffe procedure. For four of the nine dissemination practices one or more of the educators' rating means were below the average rating value of 3, item #s 4, 6, 7, and 8. One or more of the elementary educator groups (see Table 3) also had rated dissemination practices #6 and #7 below average.

The rank correlations among the directors, secondary teachers, secondary principals, and supervisors were all positive and of moderate magnitude with the exception of a high Rho of +.90 between the teachers and principals (see Table 3). The other Rho values varied from +.48 to +.73 suggesting somewhat less consensus among these groups than among the directors and the elementary educators as reported in Table 2. The lowest coefficient here, between the directors and secondary principals, a Rho of +.48, was not statistically significant(p = .093); whereas all the other Rhos for this set of data were significantly higher than zero with p's less than .05.

Elementary and Secondary Educators' Ratings without Directors'

When the K-12 testing directors' effectiveness ratings were removed from the comparisons, differences between the secondary and elementary educators became more apparent. Without the directors' ratings, six of the nine items revealed statistically significant mean differences between those educators assigned to the elementary schools and those assigned to the secondary schools; thus revealing that the elementary and secondary educators differed between one and the other in their perceptions of the degree of the effectiveness of their schools' practices for disseminating the results of standardized testing (see Table 4). For four of these six items, the elementary educators rated the effectiveness of dissemination practices statistically higher than their secondary cohorts, overall performance (item #1: elementary $\underline{M}$ = 3.78, secondary $\underline{M}$ = 3.33) F = 4.76, p = .03, reporting achievement and aptitude scores to parents (item #2: elementary $\underline{M}$ = 3.71, secondary $\underline{M}$ = 3.27) F = 4.96, p = .03, reporting achievement and aptitude scores to teachers (item #4: elementary $\underline{M}$ = 4.23, secondary $\underline{M}$ = 3.10) F = 38.21, p < .001, and reporting achievement/aptitude scores to supervisors and principals (item #5: elementary $\underline{M}$ = 4.35, secondary $\underline{M}$ = 3.71) F = 15.15, p < .001. The two dissemination practices rated higher or more positive by the secondary educators were reporting achievement and aptitude scores to pupils (item #3: secondary $\underline{M}$ = 3.51, elementary $\underline{M}$ = 2.91) F = 13.68, p < .001, and counselors meeting with pupils to interpret scores (item #9: secondary $\underline{M}$ = 3.41, elementary $\underline{M}$ = 1.95) F = 53.95, p < .001.

Insert Table 4 about here

The analyses excluding the testing directors also revealed two differences in the effectiveness rating means among the combined elementary and secondary teacher, principal, and supervisor groups (see Table 4). The group of elementary and secondary teachers ($\underline{M} = 3.66$) rated the effectiveness of their schools' practices for reporting achievement and aptitude scores to teachers $F = 4.94$, $p < .05$ (item #4) significantly lower than did the group of elementary and secondary supervisors ($\underline{M} = 3.93$) but neither of these groups differed significantly from the group of elementary and secondary principals ($\underline{M} = 3.80$). The elementary and secondary supervisors rated higher ($\underline{M} = 3.43$) their schools' practice of principals, supervisors, or counselors meeting with teachers $F = 5.48$, $p < .001$ (item #8) than did the elementary and secondary teachers ($\underline{M} = 2.98$) but neither of these two groups differed significantly from the elementary and secondary principals ($\underline{M} = 3.25$).

The Spearman Rho coefficients for this set of rating means indicates statistically significant, positive, and high agreement about the relative effectiveness of the various school dissemination practices among the teachers, principals, and supervisors (Rhos of +.82 to +.93) but an absence of agreement when these educators are collectively classified as having elementary and secondary assignments, Rho = +.02, $p = .483$, as reported at the bottom of Table 4.

Ratings of Frequency

The analyses of the four (total) groups of educators' responses to the frequency or extent of their schools' uses of the selected dissemination practices revealed statistically significant group rating mean differences for five of the nine items (see Table 5). For each of these five differences the teachers' ratings differed from one or more of the other groups of educators, and just for one of these practices did two groups, other than the teachers, differ from one another. The testing directors' rated higher ($\underline{M} = 3.37$) than did the teachers ($\underline{M} = 2.38$) and principals ($\underline{M} = 2.77$) the frequency of counselors meeting with pupils to interpret scores (item #9) $F = 8.13$, $p < .001$. The other four practices revealing differences included the principals who rated higher ($\underline{M} = 4.25$) than teachers ($\underline{M} = 3.95$) the frequency of overall dissemination practices (item #1) $F = 3.35$, $p = .02$, suggesting that they perceived their schools more frequently disseminating the results of testing than did the teachers, and the testing directors ($\underline{M} = 4.54$) rated higher than teachers ($\underline{M} = 4.06$) the frequency or extent of their schools reporting achievement and aptitude scores to teachers (item #4) $F = 3.84$, $p < .01$. Additionally, the practice of reporting to the community served by the schools, although revealing no statistically significant post-hoc pair-wise mean comparison differences, revealed a significant main effect F-ratio. The teachers rated this practice as occurring less frequently than did the directors and supervisors (item #6) $F = 2.56$, $p = .05$. Additionally, the practice of counselors, principals, or supervisors meeting with teachers to interpret achievement and aptitude scores (item #8) appeared to be perceived as occurring less frequently by teachers ($\underline{M} = 2.98$) than by principals ($\underline{M} = 3.38$) $F = 4.09$, $p = .01$. The teachers rated the frequency of each of these five testing practices lower than did one or more of the other three groups of educators.

Insert Table 5 about here

In general, the educators' responses to the frequency scale resulted in higher rating means (see Table 5) as compared to their responses to the effectiveness scale (see Table 1). This suggests that the educators probably perceived the two scales to be independent of each other. Also, the educators' responses to the frequency scale revealed that most of the schools do typically report (frequency means of 3.95 or higher with a mean of 4.0 interpreted about 3/4 of the time per scale continuum) achievement and aptitude scores to parents (item #2), teachers (item #4), and supervisors and principals (item #5).

In contrast, the practices of reporting to the community (item #6); of counselor meetings with supervisors and principals (item #7); counselors, principals, or supervisors meeting with teachers (item #8); and counselors meeting with pupils (item #9) were reported to occur much less frequently (frequency means near or below '3' or to be interpreted at about one-half of the time per scale continuum definition). It is important to note here, also, that agreement among the four groups of educators about the relative frequency levels for the nine dissemination practices was substantial as indicated by statistically significant, positive, and high Rho coefficients from +.83 to +.90 as reported at the bottom of Table 5.

The analyses of the educators' ratings of the frequency or extent of the dissemination practices with testing directors' ratings removed (It should be noted also that supervisors not specifically assigned to just elementary or just secondary schools were also excluded from these analyses.) from the comparisons revealed statistically sigificant rating mean differences for four of the nine items and with differences resulting from the ratings of the teachers (see Table 6). In each instance the teachers' frequency ratings were lower than the supervisors' ratings, namely, reporting achievement and aptitude scores to teachers (item #4) $F = 9.06$, $p < .001$, counselors, principals, or supervisors meeting with teachers to interpret scores (item #8) $F = 6.85$, $p < .001$, and counselors meeting with pupils to interpret scores (item #9) $F = 3.97$, $p = .04$. This pattern of differences also existed for item #1, overall dissemination of results, but the post-hoc comparisons for this practice revealed no statistically significant pair-wise mean differences $F = 5.50$, $p < .001$.

Insert Table 6 about here

With the testing directors excluded from the comparisons and with the other educators grouped by elementary school and secondary school assignment, group mean differences were revealed for six of the nine items (see Table 6). For four of these six practices the elementary school educators rated frequency of occurrence higher than did their secondary cohorts. The elementary educators rated higher the extent for overall dissemination of testing results (item #1: elementary $\underline{M} = 4.38$, secondary $\underline{M} = 3.74$) $F = 15.21$, $p < .001$, reporting achievement and aptitude scores to parents (item #2: elementary $\underline{M} = 4.28$, secondary $\underline{M} = 3.74$) $F = 6.69$, $p = .01$, reporting achievement and aptitude scores to teachers (item #4: elementary $\underline{M} = 4.81$, secondary $\underline{M} = 3.39$) $F = 62.42$, $p < .001$, and reporting achievement and aptitude scores to supervisors (item #5: elementary $\underline{M} = 4.80$, secondary $\underline{M} = 4.20$) $F = 18.80$, $p < .001$, than did the secondary educators. Conversely, the secondary educators rated the extent higher for reporting achievement and aptitude scores to pupils (item #3: secondary $\underline{M} = 3.97$, elementary $\underline{M} = 2.97$) $F = 16.62$, $p < .001$, and counselors meeting with pupils to interpret scores (item #9: secondary $\underline{M} = 3.68$, elementary $\underline{M} = 1.67$) $F = 91.16$, $p < .001$.

The pattern of item rating differences was almost identical to the pattern found when the secondary and elementary educators rated the effectiveness of their schools' performance for the nine dissemination practices. Similarly, these extent or frequency rating means placed in rank order resulted in Spearman Rhos almost identical to the ratings of the effectiveness of the dissemination practices, namely statistically significant, and high coefficients ranging from +.83 to +.93 among teachers, principals, and supervisors, and a nonsignificant or lack of relationship between the elementary and secondary personnel (Rho = +.18, $p = .324$) as shown at the bottom of Table 6.

Groups X Grade Level Interactions for Effectiveness and Frequency Ratings

Statistically significant interactions were identified between the various occupational groups of the educators (with testing directors excluded) and their grade level assignments for one effectiveness rating and for two extent frequency ratings. The statistically significant interaction revealed by the performance effectiveness scale was for item #7, counselors meeting with principals and supervisors to interpret test scores (see Table 4 and Figure 1) $F = 3.17$, $p = .04$. The essential element of this interaction appears to be that the secondary teachers ($\underline{M} = 2.90$) rated their schools'

performance of this practice as being less effective than did their secondary supervisor (M = 3.50) and principal (M = 3.36) cohorts; whereas the elementary teachers (M = 3.11) rated the effectiveness of their schools' performance of this practice higher than did their elementary supervisor (M = 2.85) and principal cohorts (M = 2.75). The elementary and secondary teachers rated this practice at about the same level of effectiveness; whereas the elementary principals and supervisors rated this item much lower than the secondary principals and supervisors.

Insert Figure 1 about here

The statistically significant interactions between the occupational groups of the educators and their grade level assignments were revealed by the frequency scale for items #4 and #9 (see Table 6). The essential element of the item #4 interaction ($F = 7.77$, $p < .001$) indicates that the secondary teachers (M = 3.06) and secondary principals (M = 3.67) perceived a lower frequency of reporting of achievement and aptitude test results to teachers than did their elementary teacher (M = 4.80) and elementary principal (M = 4.81) cohorts. In contrast, the elementary (M = 4.88) and secondary (M = 4.80) supervisors both reported relatively high frequencies for this practice as shown in Figure 2. The elementary and secondary supervisors rated the extent or frequency of this practice about the same; whereas the secondary teachers and supervisors rated this item much lower than the elementary teachers and supervisors.

The essential element of the occupational groups and grade level assignments interaction revealed by item #9 ($F = 3.29$, $p < .04$), counselors meeting with pupils, indicates that there is a somewhat greater discrepancy between the elementary (M = 1.63) and secondary (M = 3.37) teachers' and elementary (M = 1.65) and secondary (M = 4.03) principals' perceptions of the frequency of counselors meeting with pupils as compared to the ratings of the elementary (M = 2.22) and secondary (M = 3.72) supervisors, even though all three of the secondary groups of educators reported much more frequent counselor meetings with pupils than did the elementary school educators (see Figure 3).

Insert Figures 2 and 3 about here

Summary and Discussion

The responses of the 495 educators indicated that they perceived their schools' performance in disseminating the results from standardized group testing to be more effective than their schools' overall performance as educational institutions. This finding is contrary to what much previous research has suggested might be the case, for previous literature has indicated a persistent concern about and a low regard for standardized testing and relatively little use of the results from these tests in the public schools. Secondly, and also contrary to previously cited research indicating a reluctance by many educational administrators to disseminate the results from standardized testing, by far most of these educators indicated that their schools share the results of standardized testing with parents, teachers, supervisors, principals, and pupils (sharing directly with pupils is more common in the secondary than in the elementary grades). All the test results dissemination practices were rated above school performance average except the practice of reporting standardized testing results to the community. Reports to supervisors and principals, teachers, parents, and pupils were all rated as highly effective. In addition to the low ratings for community reports, somewhat low ratings were given for counselor reports to supervisors, teachers, and pupils. Perhaps the counselor meetings with supervisors, teachers, and pupils were rated somewhat lower because these practices were reported to occur less frequently than several of the other practices. When not separated by elementary and secondary school assignments, testing directors', teachers', principals', and supervisors' ratings of their school districts' performance in disseminating testing results were very comparable with differences

revealed just for two of the nine selected practices. The teachers rated the effectiveness of the practice of counselors meeting with teachers and the practice of counselors meeting with pupils somewhat lower than did the other groups of educators.

The teachers' ratings of their schools' effectiveness in disseminating the results of standardized testing, and particularly those of the secondary teachers, tended to be somewhat lower than those of the testing directors, principals, and supervisors. The secondary educators as compared to their elementary cohorts tended to rate the effectiveness of their schools' dissemination practices lower. Similarly, the classroom teachers also rated somewhat lower the frequency or extent of their school districts' use of the various dissemination practices than did the testing directors, principals, and teacher supervisors.

For most standardized testing results dissemination practices the four groups of educators' ratings were similar in magnitude, and they also tended to agree with one another as to which practices were relatively more or less effective and relatively more or less frequently used in their schools as indicated by generally high and positive Spearman Rho coefficients. Nevertheless, several patterns of differences appeared in the data. First, the elementary teachers tended to rate higher the effectiveness of the various dissemination practices than did their secondary teacher cohorts. Second, the testing directors tended to rate the effectiveness of the testing results dissemination practices higher than the secondary teachers but lower than the elementary teachers. Third, the supervisors' ratings, but for one comparison, did not differ significantly from the principals' ratings. Fourth, the frequency ratings of the use of the various dissemination practices revealed more differences among the teacher, principal, and supervisor occupational groups than did the effectiveness ratings.

It is reassuring to find that by far most ratings of both the frequency or extent of and the effectiveness of the selected practices used for disseminating the results of standardized group testing to parents, pupils, teachers, supervisors, and principals were well above the midpoint for the frequency scale and well above the midpoint (about average) for the effectiveness scale. These educators, however, appeared to be less satisfied with the effectivenes of their schools' testing reports to their school communities. Accordingly, the testing directors may wish to investigate this concern. The ratings of counselor meetings with supervisors, teachers, and pupils need to be interpreted relative to grade level, for these meetings were consistently rated differently by the elementary as compared to the secondary educators. This difference may be due to the fact that fewer counselors are available in elementary than in secondary schools in Ohio, and, therefore, these meetings are unlikely to occur frequently in most elementary schools. A second possible cause for the low effectiveness ratings for these meetings in the elementary schools is the difference in the focus of standardized group testing at these two levels. Testing in the elementary grades is more focused upon achievement battery and scholastic aptitude tests which are closely associated with the classroom instructional process; whereas in the secondary schools the testing is more focused upon multi-aptitude, vocational interest, and ACT/SAT tests which are more closely associated with college and career guidance rather than with the classroom instructional process. Consequently, these differences in focus would suggest that teachers by necessity must be closely involved in this testing in the elementary grades; whereas counselors are more directly responsible for college and career guidance of secondary pupils than are secondary teachers.

The similarities among the ratings of the four groups of educators on the effectiveness and frequency scales for the nine dissemination practices and the high, positive correlations among these ratings suggest that there was a common agreement among these educators as to which practices were more or less effective and which practices are occurring more or less frequently. Also, the principals, who are more likely to have more contacts with classroom teachers than are most testing directors or supervisors, especially in the elementary schools, did not differ significantly from the teachers in any of the effectiveness ratings of the various testing practices. Furthermore, very few of the respondents (fewer than five percent on any survey item) chose to select the "really do not know" option on the scales which suggests that the subject selection process was successful for the respondents felt

themselves to be knowledgeable about their schools' test reporting practices. Collectively, these factors would seem to enhance the validity of the findings.

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Table 1

Analyses of mean differences between testing directors', teachers', principals' and supervisors' ratings of the effectiveness of their schools' dissemination of the results from standardized testing

Practice	(1)** Directors			(2) Teachers			(3) Principals			(4) Supervisors				
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	F	p
1. Overall dissemination of results	78	3.60	.94	192	3.56	1.01	155	3.61	.92	45	3.60	.96	0.09	.97
2. Ach/Apt scores to all parents	75	3.71	.98	179	3.53	1.09	151	3.48	1.17	42	3.64	.96	0.88	.45
3. Ach/Apt scores to all pupils	73	3.38	1.09	182	3.15	1.19	146	3.19	1.29	33	3.21	136	0.66	.58
4. Ach/Apt scores to all teachers	81	3.83	.92	206	3.66	1.25	153	3.80	1.05	46	3.93	.95	1.09	.35
5. Ach/Apt scores to supervisors and principals	80	4.08	.84	166	4.13	1.02	153	4.04	.97	46	3.98	1.04	0.41	.74
6. Summary of ach/apt scores to community	72	2.90	1.19	168	2.99	1.31	147	2.92	1.22	40	2.93	1.42	0.13	.94
7. Counselors meet with supervisors	71	3.03	1.13	128	3.02	1.40	152	3.04	1.39	40	3.03	1.29	0.01	1.00
8. Counselors meet with teachers	75	3.12	.97	205	2.98	1.28	155	3.25	1.07	46	3.43	1.09	2.82	.04
9. Counselors meet with pupils	72	3.24 A*	1.09	150	2.51 B	1.33	146	2.70 B	1.40	35	2.94 A,B	1.24	5.26	.00

* Unique letters indicate significant mean differences, similar letters indicate nonsignificant mean differences, Scheffe $\alpha = .10$. N's varied as respondents were provided with the option of "I really do not know" in rating each practice.

** $Rho_{12} = +.83$, $p = .003$; $Rho_{13} = +.85$, $p = .002$; $Rho_{14} = +.92$, $p = .000$; $Rho_{23} = +.90$, $p = .001$; $Rho_{24} = +.92$, $p = .001$; $Rho_{34} = .97$, $p = .000$

Table 2

Analyses of mean differences between testing directors', elementary teachers', elementary principals' and elementary supervisors' ratings of the effectiveness of their schools' dissemination of the results from standardized testing

Practice	(1)** Directors N	M	SD	(2) Elementary Teachers N	M	SD	(3) Elementary Principals N	M	SD	(4) Elementary Supervisors N	M	SD	F	p
1. Overall dissemination of results	78	3.60	.94	110	3.79	.89	78	3.77	.92	17	3.71	.99	.71	.55
2. Ach/Apt scores to all parents	75	3.71	.98	111	3.74	1.08	77	3.64	1.17	15	3.87	.83	.25	.86
3. Ach/Apt scores to all pupils	73	3.38 A*	1.09	103	3.01 A,B	1.28	71	2.75 B	1.35	10	3.00 A,B	1.33	3.16	.03
4. Ach/Apt scores to all teachers	81	3.83 B	.92	117	4.19 A	.99	77	4.29 A	.90	17	4.29 A,B	.85	3.81	.01
5. Ach/Apt scores to supervisors and principals	80	4.08	.84	100	4.41	.91	78	4.29	.93	17	4.24	1.03	2.07	.10
6. Summary of ach/apt scores to community	72	2.90	1.19	91	3.10	1.41	72	3.00	1.30	12	2.75	1.60	.44	.72
7. Counselors meet with supervisors	71	3.03	1.13	73	3.11	1.47	75	2.75	1.50	13	2.85	1.34	.97	.41
8. Counselors meet with teachers	75	3.12	.97	113	3.15	1.36	79	3.37	1.08	17	3.59	1.12	1.28	.28
9. Counselors meet with pupils	72	3.24 A	1.09	81	2.01 B	1.22	71	1.83 B	1.15	8	2.38 A,B	.74	21.52	.00

* Unique letters indicate significant mean differences, similar letters indicate nonsignificant mean differences, Scheffe $\alpha = .10$. N's varied as respondents were provided with the option of "I really do not know" in rating each practice.

** $Rho_{12} = +.73$, $p = .012$; $Rho_{13} = +.74$, $p = .001$; $Rho_{14} = +.85$, $p = .002$; $Rho_{23} = +.97$, $p = .001$; $Rho_{24} = +.92$, $p = .001$; $Rho_{34} = .92$, $p = .001$

Table 3

Analyses of mean differences between testing directors', secondary teachers', secondary principals' and secondary supervisors' ratings of the effectiveness of the effectiveness of their schools' dissemination of the results from standardized testing

Practices or Procedures	(1)** All Directors N	M	SD	(2) Secondary Teachers N	M	SD	(3) Secondary Principals N	M	SD	(4) Secondary Supervisors N	M	SD	F	p
1. Overall dissemination of results	78	3.60	.94	78	3.21	1.09	64	3.41	.87	11	3.73	1.10	2.51	.06
2. Ach/Apt scores to all parents	75	3.71 A*	.98	64	3.19 B	1.02	61	3.30 A,B	1.12	11	3.64 A,B	1.29	3.35	.02
3. Ach/Apt scores to all pupils	73	3.38	1.09	76	3.33	1.04	62	3.66	1.07	8	4.13	1.36	2.23	.09
4. Ach/Apt scores to all teachers	81	3.83 A	.92	85	2.88 B	1.18	63	3.24 A,B	,96	12	3.92 A,B	1.00	13.02	.00
5. Ach/Apt scores to supervisors and principals	80	4.08 A	.84	62	3.66 B	1.04	62	3.71 A,B	.95	12	3.92 A,B	1.00	2.84	.04
6. Summary of ach/apt scores to community	72	2.90	1.19	73	2.82	1.18	62	2.81	1.13	11	3.36	1.57	.75	.53
7. Counselors meet with supervisors	71	3.03	1.13	52	2.90	1.30	64	3.36	1.15	12	3.50	1.24	1.98	.12
8. Counselors meet with teachers	75	3.12 A,B	.97	88	2.75 B	1.17	63	3.19 A,B	.95	12	3.58 A	1.38	3.77	.01
9. Counselors meet with pupils	72	3.24	1.09	66	3.15	1.19	63	3.60	.99	11	3.82	.98	2.79	.04

* Unique letters indicate significant mean differences, similar letters indicate nonsignificant mean differences, Scheffe $\alpha = .10$. N's varied as respondents were provided with the option of "I really do not know" in rating each practice.

** $Rho_{12} = +.62$, $p = .038$; $Rho_{13} = +.48$, $p = .093$; $Rho_{14} = +.73$, $p = .013$; $Rho_{23} = +.90$, $p = .001$; $Rho_{24} = +.65$, $p = .027$; $Rho_{34} = +.70$, $p = .017$

Table 4

Analysis of teachers', principals', and supervisors' ratings of the effectiveness of their schools' dissemination practices when classified by elementary and secondary grade levels

Practice or Procedure	Group (N's) (1)** Tchr	(2) Princ	(3) Supr	F	p	Level (N's) (1) Elem	(2) Secon	F	p	Group x Level F	p
	(188)	(142)	(28)			(205)	(153)				
1. Overall dissemination of results	3.55	3.61	3.71	.79	.45	3.78	3.33	4.76	.03	1.43	.24
	A*	A	A			A	B				
	(175)	(138)	(26)			(203)	(136)				
2. Ach/Apt scores to all parents	3.54	3.49	3.77	.80	.45	3.71	3.27	4.96	.03	.46	.63
	A	A	A			A	B				
	(179)	(133)	(18)			(184)	(146)				
3. Ach/Apt scores to all pupils	3.15	3.17	3.50	.85	.43	2.91	3.51	13.68	.00	2.72	.07
	A	A	A			B	A				
	(202)	(140)	(29)			(211)	(160)				
4. Ach/Apt scores to all teachers	3.64	3.81	4.14	4.94	.01	4.23	3.10	38.21	.00	2.81	.06
	B	A,B	A			A	B				
	(162)	(140)	(29)			(195)	(136)				
5. Ach/Apt scores to supervisors and principals	4.12	4.04	4.10	.09	.92	4.35	3.71	15.15	.00	.70	.50
	A	A	A			A	B				
	(164)	(134)	(23)			(175)	(146)				
6. Summary of ach/apt scores to community	2.98	2.91	3.04	.17	.85	3.03	2.86	.05	.82	1.19	.31
	(125)	(139)	(25)			(161)	(128)				
7. Counselors meet with supervisors	3.02	3.03	3.16	.16	.85	2.92	3.19	2.71	.10	3.17	.04

(table continues)

Table 4 (continued)

Practice or Procedure	Group (N's) (1)** Tchr	(2) Princ	(3) Supr	F	p	Level (N's) (1) Elem	(2) Secon	F	p	Group x Level F	p
	(201)	(142)	(29)			(209)	(163)				
8. Counselors meet with teachers	2.98	3.29	3.59	5.48	.00	3.27	2.98	1.27	.26	.58	.56
	B	A,B	A			A	A				
	(147)	(134)	(19)			(160)	(140)				
9. Counselors meet with pupils	2.52	2.66	3.21	1.86	.16	1.95	3.41	53.95	.00	2.71	.07
	A	A	A			B	A				

* Unique letters indicate significant mean differences, similar letters indicate nonsignificant mean differences, Scheffe $p < .10$. N's varied as respondents were provided with the option of "I really do not know" in rating each practice.

** Rhos between ranks of teachers, principals, and supervisors: $Rho_{12} = +.93$, $p = .000$; $Rho_{13} = +.82$, $p = .004$; $Rho_{23} = +.92$, $p = .000$; Rhos between ranks of elementary and secondary educators = +.017, $p = .483$

Table 5

Analyses of mean differences between testing directors', teachers', principals' and supervisors' ratings of the frequency testing results dissemination practices in their schools

Practice or Procedure	(1)** Directors			(2) Teachers			(3) Principals			(4) Supervisors				
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	F	p
1. Overall dissemination of results	81	4.28 A,B*	.87	199	3.95 B	1.19	155	4.25 A	.98	46	4.28 A,B	.91	3.35	.02
2. Ach/Apt scores to all parents	81	4.37	1.02	187	4.03	1.22	156	4.08	1.27	44	4.23	1.12	1.75	.16
3. Ach/Apt scores to all pupils	80	3.63	1.43	194	3.36	1.58	154	3.48	1.60	38	3.24	1.65	.78	.50
4. Ach/Apt scores to all teachers	81	4.54 A	.74	210	4.06 B	1.37	155	4.23 A,B	1.07	46	4.44 A,B	.93	3.84	.01
5. Ach/Apt scores to supervisors and principals	81	4.69	.68	169	4.60	.86	155	4.50	.89	46	4.46	.91	1.27	.28
6. Summary of ach/apt scores to community	77	3.38	1.48	179	2.92	1.45	152	3.16	1.40	42	3.40	1.56	2.56	.05
7. Counselors meet with supervisors	75	3.08	1.17	128	3.14	1.53	155	3.03	1.51	42	3.14	1.56	.15	.93
8. Counselors meet with teachers	76	3.36 A,B	1.13	210	2.98 B	1.46	156	3.38 A	1.19	46	3.50 A,B	1.17	4.09	.01
9. Counselors meet with pupils	75	3.37 A	1.24	168	2.38 B	1.52	152	2.77 B	1.59	36	2.92 A,B	1.32	8.13	.00

* Unique letters indicate significant mean differences, similar letters indicate nonsignificant mean differences, Scheffe $\alpha = .10$. N's varied as respondents were provided with the option of "I really do not know" in rating each practice.

** $Rho_{12} = +.85$, $p = .002$; $Rho_{13} = +.87$, $p = .001$; $Rho_{14} = +.83$, $p = .003$; $Rho_{23} = .90$, $p = .001$; $Rho_{24} = +.85$, $p = .002$

Table 6

Analysis of the mean differences between teachers', principals', and supervisors' ratings of the frequency or extent of various testing results dissemination practices in their schools when classified by elementary and secondary grade levels

Practice or Procedure	Group (N's) (1)** Tchr	(2) Princ	(3) Supr	F	p	Level (N's) (1) Elem	(2) Secon	F	p	Group x Level F	p
	(195)	(142)	(29)			(207)	(159)				
1. Overall dissemination of results	3.95	4.27	4.31	5.50	.00	4.38	3.74	15.21	.00	1.31	.27
	A*	B	B			A	B				
	(183)	(143)	(28)			(212)	(142)				
2. Ach/Apt scores to all parents	4.02	4.06	4.32	1.35	.26	4.28	3.74	6.69	.01	1.14	.32
	A	A	A			A	B				
	(191)	(141)	(22)			(200)	(154)				
3. Ach/Apt scores to all pupils	3.35	3.47	3.41	.24	.79	2.97	3.97	16.62	.00	1.54	.22
	A	A	A			B	A				
	(206)	(142)	(29)			(212)	(165)				
4. Ach/Apt scores to all teachers	4.05	4.30	4.69	9.06	.00	4.81	3.39	62.42	.00	7.77	.00
	B	B	A			A	B				
	(165)	(142)	(29)			(201)	(135)				
5. Ach/Apt scores to supervisors and principals	4.59	4.51	4.62	.22	.80	4.80	4.20	18.80	.00	1.25	.29
	A	A	A			A	B				
	(175)	(139)	(25)			(187)	(152)				
6. Summary of ach/apt scores to community	2.89	3.15	3.48	2.66	.07	3.08	2.99	.00	.96	.24	.79
	(125)	(142)	(26)			(168)	(125)				
7. Counselors meet with supervisors	3.14	3.06	3.42	.51	.60	2.98	3.32	.91	.34	2.82	.06

(table continues)

Table 6 (continued)

Practice or Procedure	Group (N's) (1)** Tchr	(2) Princ	(3) Supr	F	p	Level (N's) (1) Elem	(2) Secon	F	p	Group x Level F	p
8. Counselors meet with teachers	(206) 2.98 B	(143) 3.41 A,B	(29) 3.66 A	6.85	.00	(211) 3.38 A	(167) 2.96 A	2.14	.14	.69	.50
9. Counselors meet with pupils	(165) 2.38 B	(139) 2.75 A,B	(20) 3.05 A	3.97	.02	(178) 1.67 B	(146) 3.68 A	91.16	.00	3.29	.04

* Unique letters indicate significant mean differences, similar letters indicate nonsignificant mean differences, Scheffe $p < .10$. N's varied as respondents were provided with the option of "I really do not know" in rating each practice.

** Rho's between ranks of teachers, principals, and supervisors: $Rho_{12} = +.93$, $p = .000$; $Rho_{13} = +.83$, $p = .003$; $Rho_{23} = +.87$, $p = .001$; Rhos between ranks of elementary and secondary educators $Rho_{12} = +.18$, $p = .324$

Figure 1
Item #7
Counselors Meet with Supervisors and Principals

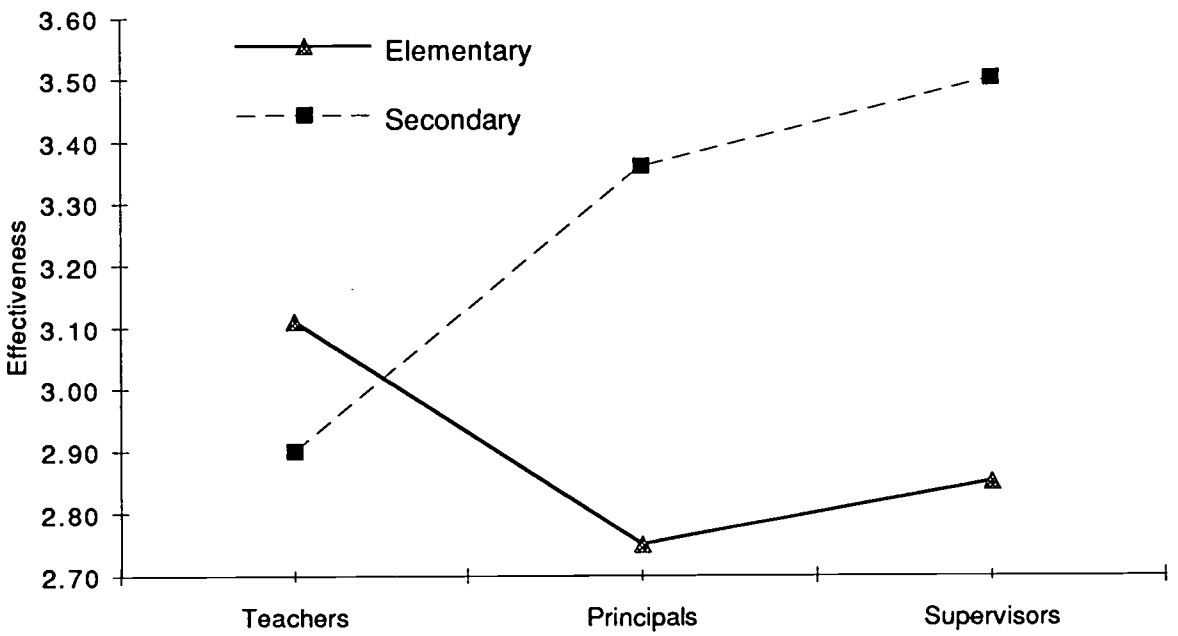


Figure 2
Item #4
Reporting to Teachers

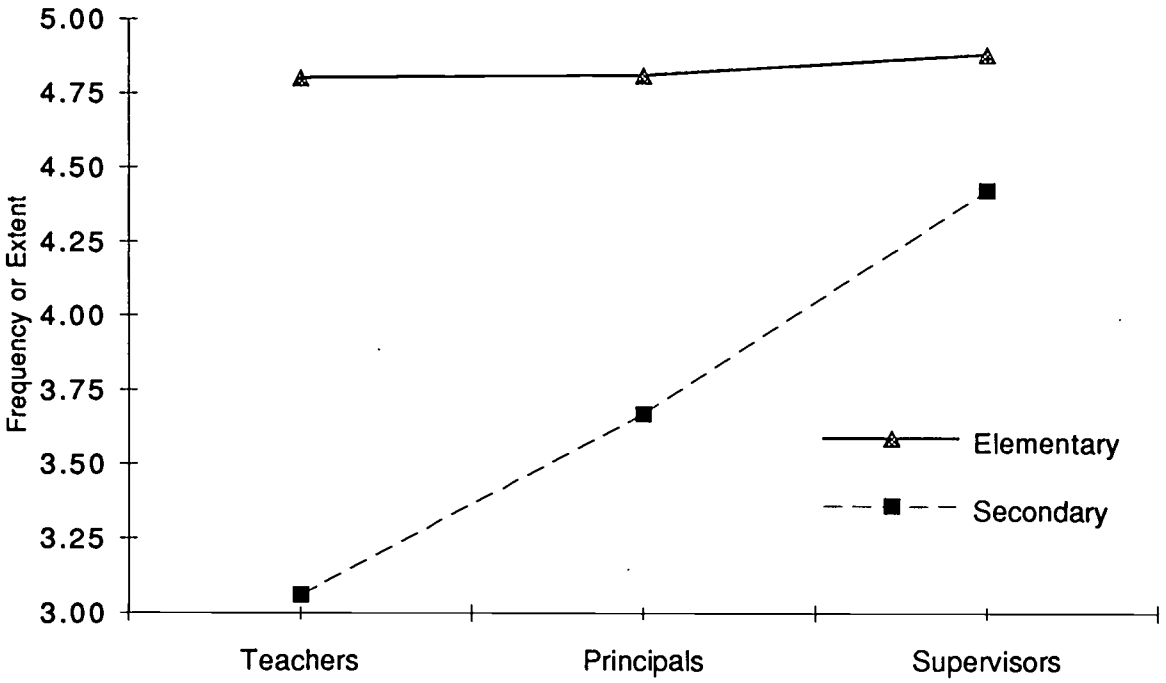
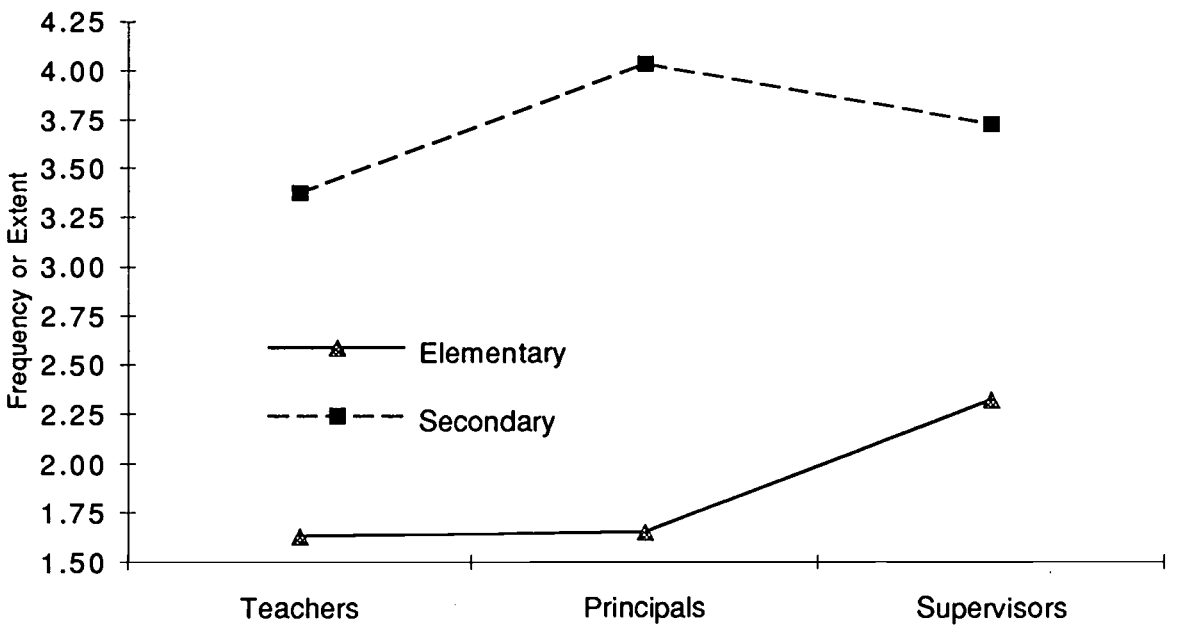


Figure 3
Item #9
Counselors Meet with Pupils



APPENDIX

SECTION IV. School Standardized Group Testing Program Practices or Procedures.

Please rate each of the following group testing practices or procedures in terms of what happens in your school(s) or district(s). Please respond to each item the best you can although you may be more or less informed about some of these practices. You should have <u>two</u> circle responses, one response for "frequency or extent" and one response for "relative effectiveness." (Again, refer to practices of the immediate past year or two as your reference point.)

Response Codes

	Frequency or Extent		Relative Effectiveness*
'1'	Very rarely or never	'1'	We perform well below our average* here
'2'	About 1/4 of the time	'2'	We perform below our average here
'3'	About 1/2 of the time	'3'	About average performance for us
'4'	About 3/4 of the time	'4'	We perform somewhat above average here
'5'	Always or nearly always	'5'	We excel here
'DK'	I really do not know	'DK'	I really do not know

* Your perception of your school's (s') performance on this practice relative to its overall performance as an educational institution.

Practice or Procedure	Frequency or Extent						Relative Effectiveness					
Testing Results Dissemination Procedures	Low				High	(?)	Low				High	(?)
1. Dissemination of test results (overall rating)	1	2	3	4	5	DK	1	2	3	4	5	DK
2. Achievement/aptitude scores to all parents	1	2	3	4	5	DK	1	2	3	4	5	DK
3. Achievement/aptitude scores to all pupils	1	2	3	4	5	DK	1	2	3	4	5	DK
4. Achievement/aptitude scores to pupils' teachers	1	2	3	4	5	DK	1	2	3	4	5	DK
5. Achievement/aptitude scores to supervisors and principals	1	2	3	4	5	DK	1	2	3	4	5	DK
6. Summary of achievement/aptitude scores to general community via newsletter, newspaper, or other	1	2	3	4	5	DK	1	2	3	4	5	DK
7. Counselor(s) meet with supervisors/principals to aid interpretation-use of achievement/ aptitude scores	1	2	3	4	5	DK	1	2	3	4	5	DK
8. Counselors, principals, or supervisors meet with teachers to aid interpretation-use of achievement/ aptitude scores	1	2	3	4	5	DK	1	2	3	4	5	DK
9. Counselor(s) meet with pupils to interpret scores	1	2	3	4	5	DK	1	2	3	4	5	DK

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