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Principals and student outcomes: Evidence from U.S. high schools

Dominic J. Brewer

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Abstract

This paper presents an empirical analysis of the effects of principals on public high school students' academic achievement, using *High School and Beyond*. Despite policy relevance, previous qualitative and quantitative research provides little systematic evidence on principal effects, at least for high schools. Principal characteristics and variables designed to capture less tangible aspects of the principal's role are included in educational production functions. The results suggest principals do have a measurable impact on student achievement, through the selection of teachers and setting of academically oriented school goals.



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