GrantProse INC.

ANNUAL REPORT

TRANSFORMING PRINCIPAL PREPARATION GRANT PROGRAM: SECOND YEAR
JULY 2018

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EXECUTIVE SUMMARY

Produced by Grant*Prose*, Inc., this is the second annual report made to the North Carolina State Education Assistance Authority (NCSEAA) and the North Carolina Alliance for School Leadership Development (NCASLD), providing summary information on results of the Transforming Principal Preparation (TPP) program realized by June 30, 2018. A "Technical Report" accompanies this second annual report and provides varied Grant*Prose* reports produced during the year with detailed information specific to many of the Grant*Prose* evaluation activities implemented in 2017-18.

Serving as the administrator for the TPP program, NCASLD conducted two competitions for grant funding—the first in March 2016 and the second in July 2016. As a result of these competitions, five "Provider" agencies representing a mix of institutions, including public universities, a private university, and a local education authority, were chosen to implement six TPP programs:

- *North Carolina State University's (NCSU) Durham Principal Leadership Academy (DPLA)*
- *High Point University's (HPU) High Point University Leadership Academy (HPULA)*
- *North Carolina State University's (NCSU) North Carolina Leadership Academy (NCLA)*
- *Sandhills Regional Education Consortium's (SREC) Sandhills Leadership Program (SLP)[2]*
- *University of North Carolina-Greensboro's (UNCG) Principal Preparation for Excellence and Equity in Rural Schools (PPEERS)*
- *Western Carolina University's (WCU) North Carolina School Executive Leadership Program (NCSELP)*

Contracts between NCASLD and the five Provider agencies to implement their programs were completed in Fall 2016, and all programs began serving aspiring school principals—"participants"—beginning in the Spring 2017 semester.

A total of $8,341,754 was allocated to the five Provider agencies for implementation of the six TPP programs over the 2-year period 2016-2018. Of this amount, $7,885,737.20 (94.5%) was invoiced by the Provider agencies over the two years,[3] including projections for end-of-year expenditures, which in some cases would carry into the 2018-19 year. Assuming the Provider agencies fully expend the funding allocated to them by NCASLD for the 2017-18 year, the two-year per-person cost for preparing the 118 completers can be estimated to approximate $66,830 per person. This cost includes university tuition expenses for participants and a monthly stipend that some of the programs paid with grant funds while the participants served in a full-time internship of at least five months' duration.[4]

Grant*Prose* evaluation activities conducted during the 2017-18 year took four main forms: (1) mid-year (January 2018) and annual (June 2018) reports completed by Program Directors, (2) a site visit conducted with the

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[2] While Sandhills Regional Education Consortium is responsible for implementing the TPP program, Hoke County Schools serves as the fiscal agent managing the funds and Pembroke University conducts the coursework with participants.

[3] Per NCASLD invoices submitted to NCSEAA: 24, 36, 42, 52, 65, 72, and 80.

[4] The $66,830 per person figure does not include NCSEAA and NCASLD expenses to administer the grant program. Also, a number of the programs used funds in their 2017-18 budget to recruit and begin serving a new cohort of students for the 2018-20 performance period. With the comingling of funds supporting participants in the 2016-18 and 2018-20 performance periods, it is virtually impossible to derive a true per person cost at this time. Suffice to say, the 2-year per person costs for the 118 individuals who completed the program in the 2016-18 performance period appear to be $60,000 or greater at the time of this report.

Program Directors and staff during Winter 2017, (3) observations of program activities conducted during Fall 2017, Winter 2017, and Spring 2018, and (4) surveys of program participants, LEA representatives, principal mentors, and executive coaches/district mentors conducted in Winter 2017 and Spring 2018. Grant*Prose* also initiated a number of investigations preparatory to analyzing the impact of the TPP Programs on improving student achievement. Information and data collected from these evaluation activities, along with insights into program operations offered by NCASLD leaders, inform the content of this report to NCSEAA. In particular, the NCSEAA identified four questions to be addressed in the annual report, and a brief response to these questions is provided in this Executive Summary with greater elaboration in the body of the report.

Q1. What were the original goals and expectations for the activity supported by this grant?

Each Provider agency's funding proposal included specific program goals. The original goals for each program as described in the funding proposals are listed in **Table 3**. All six funded programs had goals regarding recruitment and selection of high quality program participants, participant completion of coursework, and participant completion of a full-time clinical internship of at least five months in one of their partnering school districts in order to be ready for service as a leader in a high needs school.

Q2. If applicable, how have those goals and expectations been revised or refined during the course of the project?

Four of the programs (*HPU*, *NCSU NCLA, WCU*, and *SREC*) reported revisions or refinements to their programs' original goals. These modifications entailed changes to the number of program participants to be served (*HPU, NCSU NCLA, WCU*), the number of cohorts (*HPU*), requiring a Master's degree (*HPU, SREC*) and increasing the number of credit hours of coursework required (*SREC*). Full details regarding these modifications are listed in **Table 3**.

Q3. What has the activity accomplished with these grant funds? Please include specific information including facts and statistics to support conclusions and judgments about the activity's impact.

For the entire 2016-18 performance period, the six funded programs undertook varied activities to implement their TPP programs. These activities included:

(a) targeted recruitment of program applicants,

(b) use of rigorous criteria predictive of school leader success in selection of program participants,

(c) implementation of a cohort model,

(d) alignment to professional standards for school executive leadership development,

(e) implementation of rigorous coursework with relevant fieldwork and problem-based learning that prepares participants to provide instructional leadership, manage talent, build a positive school culture, and develop organizational practices in order to meet the complex demands of school leadership particularly in high needs communities and schools,

(f) establishing authentic full-time clinical internships with embedded mentoring and substantial leadership responsibilities, and

(g) evaluation activities that inform continuous improvement to program operations.

Execution of these key activities is based on:

(h) partnerships with Local Education Agencies (LEAs) and firm commitments from school leaders overseeing clinical practice, and

(i) processes for continuous review and program improvement including feedback loops with partnering LEAs.

On the whole, the TPP program appears to have been quite successful and some of its major accomplishments to date are bulleted below:

- During the two years, the six programs enrolled a total of 120 participants.

- Of the 120 participants, 77 (64.2%) were White, 40 (33.3%) were African-American, 3 (2.5%) were other races/ethnicities, and 78 (65%) were female.

- As of May 2018, 118 (98.3%) participants completed their programs.

- The 118 completers earned an average of 32.7 cumulative credit hours across programs (range 22-39).

- Of the 118 completers, 89 (75.4%) had received Master's degrees through the TPP program[5] and 95 (80.5%) completed school administrator licensure requirements by the time this report was produced.

- Of the 120 original participants, 73 (60.8%) had secured positions as Assistant Principals (AP) in North Carolina schools.[6]

- School assignments were known for 70 of the individuals who had secured assistant principal positions at the time of this report and 47 (67.1%) of these 70 positions were in high needs schools.[7]

- The 67.1% assigned to high needs schools is almost 10 percentage points higher than the 57.9% high needs schools that Grant*Prose* identified for the entire state in 2017-18.

Also, survey results with program participants and others in leadership roles indicated very positive perceptions of the program as a whole:

- Ninety-seven (88.2%) of 110 program participants responding to a survey in the latter half of 2017-18 'Agreed' or 'Strongly Agreed' that features associated with best practices in principal preparation programs were present in their programs.

- Sixty-one (95.3%) of 64 school principals serving as mentors for participants during their internship 'Agreed' or 'Strongly Agreed' that their mentee would be adequately prepared to perform the tasks required of a successful principal upon completion of the TPP program.

- Twenty-four (96.0%) of 25 educators serving as executive coaches for the participants rated their overall satisfaction with the performance of their mentees as a 6 ('Mostly Satisfied') or 7 ('Very Satisfied') on a 7-point Likert scale.

- Thirty-one (100%) of 31 LEA representatives, many of whom were superintendents and assistant superintendents, 'Agreed' or 'Strongly Agreed' with the statement that they were very satisfied with the overall quality of the program.

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[5] Fifty-four (54) of the participants reported that they held Master's degrees at the time they entered the TPP program.

[6] One of these may have advanced to become a principal.

[7] Individuals securing AP positions were reported by the Provider agencies in their 2018 end-of-year annual report and updated later throughout July. School assignments for three of the AP positions were not known at the time this report was produced. Thus, the number and percentage of completers assigned to high needs schools could be higher or lower than reported here.

Q4. If the activity is a continuing one, briefly summarize future plans and funding prospects.

Each program has received renewed funding for the 2018-19 fiscal year to continue implementation with new cohorts of program participants. At the time of this report, the programs had recruited the next cohort of program participants and some participants began coursework in May 2018. Each of the programs was also actively searching for additional funding sources. **Table 29** in the section on future plans provides further detail on each program's intentions.

In addition to collecting information to address the NCSEAA questions, Grant*Prose* evaluation activities are designed to compare and contrast differences among the TPP programs and how these programs, in turn, differ from traditional programs for preparing principal leaders. As these programs have continued implementation, a number of emerging dimensions representative of best practices in the conduct of principal preparation programs are apparent that permit comparisons as described here:

- *How participants are recruited.* The extent to which programs work with LEA partners to recruit highly effective and committed educators with demonstrated leadership potential is a key difference between TPP and traditional programs. Moreover, recruitment strategies and LEA roles differed among the six TPP programs. Five of the six TPP programs worked closely with LEA partners to recruit highly qualified participants; the sixth program, WCU, did not recruit new students for their first cohort, but instead recruited their first group of participants from their current (at that time) students. They have since developed and are implementing a strategic recruitment plan for future cohorts. Among the five programs that recruited new participants, a key way in which the programs differed was the extent to which they used "tapping" (identification of potential participants by LEA leadership) to recruit applicants. For example, SREC recruited applicants only through identification of potential participants by LEA leadership. The other programs used a combination of recruitment materials, events, and LEA tapping to recruit applicants. Another way in which programs differed was the extent to which they sought diversity of experience and opened up the application process to non-traditional applicants. For example, NCSU NCLA encouraged Teach for America participants to apply and allowed both self-selected and LEA-selected applicants to apply, while most of the other programs did not have a mechanism for outside applicants to apply.

- *How participants are selected.* A highly competitive selection process is another key difference between TPP and traditional programs. In many traditional principal preparation programs, individuals self-select to participate through meeting university admission criteria and enrolling in a program. In contrast, TPP program participants are selected through competitive processes that include not only an application and interview process, but often also live formative assessment of key leadership skills using tools such as simulations and group exercises. Then, program participants are selected using detailed decision-making rubrics by a selection committee or team including active LEA involvement. These rigorous selection criteria resulted in an average of 48% of applicants being admitted across programs (range 23-83%). Some of the differences in how the six programs selected their participants include:
  - Four of the programs (NCSU NCLA, NCSU DPLA, HPU, and UNCG) had implemented multi-step selection processes with detailed criteria articulated with rubrics (e.g., rankings, cut scores, operational definitions) and made admission decisions with a selection committee or team including active LEA and IHE involvement. They instituted selection activities to ensure consideration of both academic and personal leadership qualities.

- o The two NCSU programs exemplified use of simulation with a rigorous participant selection day including multiple realistic simulation activities to assess candidates' abilities and response to coaching.
- o The superintendents of the collaborating LEAs made the final selection of participants for the SREC.
- o WCU selected from among their existing students for the TPP cohort; they did not recruit and select new participants for their first cohort.

- *Engagement with LEAs.* Traditionally, the university where participants complete their coursework may have little to no engagement with the LEA where the participant is employed and there may be no expectation that the participant will return to the LEA to serve as a principal or assistant principal. In contrast, TPP programs all have frequent contact with LEA leaders, including superintendents, where the program participants are employed, and the LEAs may have contracts with the participants requiring that they serve in the LEA for a number of years following completion of the program.[8]

  The TPP programs consistently engage LEA leadership in program planning, recruitment, participant selection, development of content, fieldwork, and quality internships. The TPP programs execute Memoranda of Understanding with the LEAs that specify expectations that each should have for the other, including internship placement and mentoring practices. Grant*Prose* surveys indicate that LEA engagement is high across TPP programs with LEA stakeholders including superintendents, district directors, and principal mentors indicating that the TPP program-LEA collaboration facilitated communication, shaping the programs to meet school and district needs, and recruiting, selecting, and supporting strong participants. Executive Coaches' responses to Grant*Prose* survey questions (and corroborated by similar responses from the participants on their survey) indicate that one of the important challenges for the programs in working with LEAs is balancing expectations for the participants during the full-time internship between being 'students' serving in an internship and their role in the LEA as an 'assistant principal.' This was especially true for those participants who were employed by the LEA as assistant principals during the internship. Other practices promoting strong collaborations with LEAs include:
  - o SREC and UNCG rotate meetings and intern seminars among LEAs, giving host LEAs opportunities to develop relationships with the participants, coaches, and faculty and participants the opportunity to observe different LEAs.
  - o HPU does walk-through observations with interns and coaches in LEA partner schools, providing opportunities for mutual learning.
  - o LEAs contribute varying levels of financial support for the program and participants. For example, LEAs are paying for health insurance and other fringe benefits in both NCSU programs and the UNCG program, while the HPU partner LEAs are paying additional money towards salaries to make up the difference between the grant funded stipends for participants and their current salaries as experienced teachers. WCU partner LEAs paid participants' salaries and

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[8] This is especially the case if the LEA is underwriting some of the expenses for the participant's program such as paying some portion of their stipend during their internship in the LEA.

benefits during three months of their internships, while grant funds were used to pay substitute teachers for these interns.

- *Implementation of a cohort.* Traditional principal preparation programs present little to no expectation for the program participants to get to know each other and develop professional relations that support or otherwise advance their preparation. However, the TPP programs treat their participants as a cohort to varying degrees, taking the same courses at the same time and interacting as a group in many other ways. Each program had various electronic channels set up to foster cohort communication. Program participants reported their sense of being in a cohort at the end of their first semester as an average of 4.92 on a 5-pt scale (100% responding). At the completion of their internships, the average was 4.71 on a 5-pt scale (93% responding). Some of the differences in how the six programs implemented their cohort model include:

  o HPU and SREC each implemented two cohorts with some overlapping activities. NCSU had two programs, each with one cohort, but similar to HPU and SREC, the cohorts had overlapping activities.

  o WCU included both post-master credential and MSA students – students took most, but not all, of the same classes. Their cohort of ten students was part of a larger group of students.

  o NCSU DPLA and NCSU NCLA students traveled and participated together in a number of activities designed to develop leadership skills and strong professional relationships. These activities included conferences, retreats, tours (e.g., visit to Ron Clarke Academy in Southeast Atlanta, Georgia), and a ropes course. NCSU DPLA and NCLA spent almost $160,000 for participant travel over the 2016-18 performance period. By contrast, HPU spent nothing for participant travel and the other programs were each under $20,000 for the two years.

  o UNCG, NCSU DPLA and NCLA, and SREC used ropes courses to foster cohort cohesiveness.

- *Authenticity of experiences*. Authentic leadership experiences through project-based learning assignments (such as case studies and equity audits requiring interns to analyze school data), realistic simulations, and actual leadership experiences outside the internship (e.g., serving on committees, making a conference presentation) provide opportunity for growth and development of leadership skills. Some exemplars of authentic experiences designed to develop leadership skills include:

  o NCSU DPLA and NCLA students participated in periodic formative assessment days, which were realistic simulations of the day of a principal complete with teacher observations, discipline issues, staff conflicts, budget memos, irate parents, and playground mishaps. Staff and others play roles to make the simulations realistic and debrief the students on their performances afterwards. Some of the interactions are recorded to facilitate coaching.

  o SREC used "hot seat scenarios" to simulate challenging problems for which interns need to be prepared.

  o WCU interns participated with school, LEA, and community leaders in an equity workshop.

- *Emphasis on instructional leadership*. TPP programs share an emphasis on the primary role of the principal as an instructional leader responsible for working with the school community to create a culture focused on learning rather than just acting as a building manager. The six TPP programs convey this emphasis through the focus of their classes, choice of required reading, and many of their additional

workshops, seminars, speakers, and leadership experiences. Some of the different ways in which programs emphasized instructional leadership include:

- o HPU does school walkthroughs and observations in LEA partner schools with groups of interns. Afterwards, interns conduct post-observation conferences with teachers (who volunteer to participate); interns then debrief and discuss the conferences with the instructor.

- o NCSU's formative assessment days include multiple opportunities to practice instructional leadership in challenging simulations. Interns then receive feedback and coaching on how to improve their performance.

- o HPU's Friday seminars included a seminar on "Functional Behavioral Assessments and Toolbox of Behavioral Interventions" to help principal interns understand these procedures in their roles as administrators. The presenter and attendees were very focused on improving instruction for students with disabilities with the presenter noting that often the behavior that needs changing is the teachers' rather than the students'.

- o UNCG assessed participants' skills in conducting teacher conferences during their application process, clearly signaling that working with teachers is a priority for principals.

- o A major assignment for the SREC interns, the *Data Discovery Foundation Plan,* requires participants to create a detailed, 90-day, data-based plan to improve the quality of instruction and student learning at their schools.

- *Emphasis on high needs schools.* TPP Provider agencies are focused on preparing principals and assistant principals to serve in high needs schools and LEAs with the particular approaches and challenges they emphasize influenced to some extent by the LEAs they serve. For example, NCSU DPLA has focused more on the challenges in urban schools, while UNCG is focused on the challenges of high needs rural schools. The emphasis on high needs schools is seen in course work, special seminars, workshops and field experiences that address equity, social justice, and strategies for helping schools and students overcome the challenges of poverty. Some exemplars of these activities include:

- o WCU collaborated with Asheville City Schools to sponsor a three-day ICS for Equity Institute for school leadership teams, community stakeholders, and WCU graduate students including the TPP cohort.

- o NCSU used the ASCD Professional Development Course, *Teaching with Poverty in Mind,* to introduce their participants to research on poverty's effects on students and strategies schools can implement to assist students to overcome challenges.

- o SREC implements "switch" assignments in which interns serve in a different school for a short time giving them the opportunity to experience different school cultures and different approaches to common problems.

- *Full-time internship with coaching/mentoring.* While all of the TPP programs worked with LEA partners to create full-time internship positions for at least five months, thus meeting the legislative requirement, some of the programs were able to implement full-time internships for the full academic year, giving their interns considerably more experience before graduation. All of the programs had multiple levels of coaching with the majority having experienced former school principals and superintendents serving as executive coaches in addition to the intern supervision and support provided by the on-site principal mentor and the TPP program faculty. While the internships have been an area of strength for all of the

TPP programs, surveys of coaches and principal mentors indicated areas for improvement include a need for more clarity on expectations during the internship, more training and feedback for principal mentors, and ensuring that decisions about where to place interns are based on exemplary characteristics of the principals rather than any need of the LEA to fill a position at a school.

- o NCSU DPLA and NCLA, and UNCG interns completed full-time full academic year (10 months) internships.
- o HPU, SREC, and WCU interns completed 5-month full-time internships.
- o WCU interns were coached by LEA mentors rather than executive coaches from outside the school districts.
- o SREC executive coaches attend UNC-Pembroke graduate classes with the interns, enabling them to relate course content to the internship experience and develop closer mentoring relationships.

- *Independent evaluation and continuous improvement processes*. Each of the TPP programs engages in continuous review and program improvement activities. The programs utilize formal and informal data from multiple sources (e.g., participants, coaches, mentors) to identify and implement program improvements. Further, the programs conduct periodic and ongoing formal and informal meetings with LEA partners and actively seek feedback on recruiting and selecting program participants, strengthening program focus and content, and the progress of program graduates. Additionally, NCASLD has contracted with Grant*Prose*, Inc. to conduct an independent evaluation of the TPP program with the express purpose of identifying best practices and measuring outcomes especially with respect to impact on student achievement. The Grant*Prose* evaluation models best practices in the evaluation of principal preparation programs as identified by the University Council for Education Administration and New Leaders (2016) and provides NCASLD and each provider agency with regular evaluation reports. Lastly, NCASLD has instituted a Professional Learning Network working with the provider agencies to provide professional development and opportunities to learn from each other's experiences and share best practices for scaling and replication.

While the six TPP programs each have unique features such as those bulleted above, what they have in common distinguishes these programs from traditional principal preparation programs. Efforts to recruit participants are targeted and intentional; the selection of participants is rigorous; the implementation of a cohort model provides a more supportive educational environment; incorporation of professional leadership standards is expanded throughout all aspects of the program, participants receive varied and frequent feedback from colleagues, instructors, mentors and coaches; the emphasis on inquiry-based, hands-on, and authentic learning experiences moves instruction beyond lecture and textbooks; project-based learning methods, authentic learning experiences, and fieldwork prepare participants to work in high needs communities and schools; full-time internships allow participants to develop first-hand experience with the real responsibilities of the principalship; authentic partnerships with LEAs inform the design of program features; and the programs engage in continuous review and program improvement activities.

At the time of this report, all programs appear to be functioning well and the differences among the programs create opportunities for the program leaders to share and learn from each other.

Some recommendations for NCASLD to consider for 2018-19 are:

- Grant*Prose* recommends that NCASLD continue to fund all five TPP Provider agencies in the 2018-19 year. The number of participants to be served by these five agencies should be at least equal to the number served in the 2016-18 performance period, if not greater.

- NCASLD should expand its Professional Learning Network to permit other principal preparation programs in the state to participate.

- NCASLD should conduct a review of how employees of the TPP Provider agencies are assigned to roles and responsibilities for implementing the programs, to include a determination of employee salaries supported in part or whole with TPP funds, as well as time and effort individuals devote to implementing varied TPP program operations.

- NCASLD should direct focus in the coming years to issues of sustainability, replication, and scaling identified best practices to programs across the state.

- TPP Provider agency communications with LEAs regarding expectations for the participants during their internship should be clarified. In particular, a distinction needs to be made as to whether the individual will be serving as an intern or is in a position of employment as an assistant principal. In either instance, whether as an intern or an employee, conflicts can be created if the participant needs to be away from the school for reasons such as attending university classes. Clarity in expectations should eliminate such conflicts.

- The TPP programs should continue determined efforts to place participants with exemplary principals, not necessarily where an LEA may feel an AP is most needed.

- All TPP programs must ensure that professionalism is emphasized in even the smallest details such as style of dress, attending meetings on time, and use of social media.

- All TPP programs should track graduates to establish where they are working and if they are working as principals or assistant principals. Now that the first cohort of 120 participants, 118 of whom completed TPP program requirements, are entering principal and assistant principal positions, it will be important to the evaluation of the TPP program to know with certainty what positions they are working in and the schools where they are working.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

INTRODUCTION

OVERVIEW

As Grant*Prose* noted in the first annual report, expectations for the principalship have changed so much over the past few decades that traditional methods of preparing principals to take on this role are no longer adequate to meet these leadership challenges (AACTE, 2001; Davis, et al., 2005; Elmore, 2000; Levine, 2005; Peterson, 2002). Although efforts to differently prepare school leaders have begun to take root in a few locations across the U.S. (Darling-Hammond, et al., 2007), initiatives to more adequately prepare principals for the complex demands of school leadership, particularly in high needs communities and schools, are still critically needed. In order to address this need, the NC General Assembly established a competitive grant program, *Transforming Principal Preparation* (TPP), to provide funds for the preparation and support of highly effective school principals (NC S. Law 2015-241, Section 11.9, 2015). This program is intended to transform the preparation of principals across NC in order to create and sustain a pipeline of highly qualified school leaders who can meet the growing demands of today's public schools and effect necessary changes for improvement in the state's schools.

The North Carolina State Education Assistance Authority (NCSEAA) was charged with grant program oversight and chose the North Carolina Alliance for School Leadership Development (NCASLD) to administer the program including selection of grantees, collection and reporting of program data to NCSEAA, and evaluation of grantees for grant renewal. Serving as the administrator for the TPP program, NCASLD conducted two competitions for grant funding—the first in March 2016 and the second in July 2016. As a result of these competitions, five "Provider" agencies representing a mix of institutions, including public universities, a private university, and a local education authority, were chosen to implement six TPP programs:

- *North Carolina State University's (NCSU) Durham Principal Leadership Academy (DPLA)*
- *High Point University's (HPU) High Point University Leadership Academy (HPULA)*
- *North Carolina State University's (NCSU) North Carolina Leadership Academy (NCLA)*
- *Sandhills Regional Education Consortium's (SREC) Sandhills Leadership Program (SLP)*
- *University of North Carolina-Greensboro's (UNCG) Principal Preparation for Excellence and Equity in Rural Schools (PPEERS)*
- *Western Carolina University's (WCU) North Carolina School Executive Leadership Program (NCSELP)*

The TPP grant program requires funded Provider agencies to implement innovative, research-based best practices in preparing school leaders who implement school leadership practices linked to increased student achievement. The five programs selected for funding uniquely meet this requirement through a combination of (a) targeted recruitment of program applicants, (b) use of rigorous criteria predictive of school leader success in selection of program participants, (c) implementation of a cohort model, (d) alignment to professional standards for school executive leadership development, (e) implementation of rigorous, coursework with relevant fieldwork and problem-based learning that prepares participants to provide instructional leadership, manage talent, build a positive school culture, and develop organizational practices in order to meet the complex demands of school leadership particularly in high needs communities and schools, (f) establishing authentic full-time clinical internships with embedded

mentoring and substantial leadership responsibilities, (g) evaluation activities that inform continuous improvement to program operations, (h) partnerships with Local Education Agencies (LEAs) and firm commitments from school leaders overseeing clinical practice, and (i) processes for continuous review and program improvement including feedback loops with partnering LEAs. While each of these dimensions singly differs from historical methods of principal preparation, the inclusion of all dimensions collectively in each funded program makes them truly different from traditional programs.

Contracts between NCASLD and the Provider agencies were completed in Fall 2016, and all six programs began serving aspiring school principals (program participants) beginning in the Spring 2017 semester. The 2-year budgets approved by NCASLD are indicated in **Table 1** below.

TABLE 1. PRINCIPAL PREPARATION PROGRAMS: 2016-2018				
TPP Program	**Program Participants**	**2016-17 Budget**	**2017-18 Budget**	**Total Budget**
NC State's Durham Principal Leadership Academy (Cohort I)	14	$499,409	$499,144	$998,553
High Point University's Leadership Academy (Cohorts I & II)	30	$888,116	$893,299	$1,781,415
NC State's North Carolina Leadership Academy (Cohort I)	20	$885,070	$886,655	$1,771,725
Western Carolina's North Carolina School Executive Leadership Program (Cohort I)	10	$214,027	$186,534	$400,561
UNC-Greensboro's Principal Preparation for Excellence and Equity in Rural Schools (Cohort I)	20	$888,682	$893,778	$1,782,460
Sandhills Regional Education Consortium's Sandhills Leadership Program (Cohorts I & II)	26	$820,072	$786,968	$1,607,040
Total	**120[9]**	**$4,195,376**	**$4,146,378**	**$8,341,754**

The six TPP programs partnered with 51 Local Education Authorities (LEAs) in 44 North Carolina counties shown in **Figure 1**.

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[9] In the SREC Cohort I group, there were originally 13 program participants; however, one individual accepted new employment in Spring 2017, resulting in there being a total of 120 program participants across the six programs ending the 2016-17 year. During the 2017-18 year, one individual left NC State's NCLA program and one individual left UNC-Greensboro's program, resulting in a total of 118 participants who completed program requirements.

FIGURE 1 COUNTY AND CITY LEAS PARTNERED WITH FUNDED TPP PROGRAMS
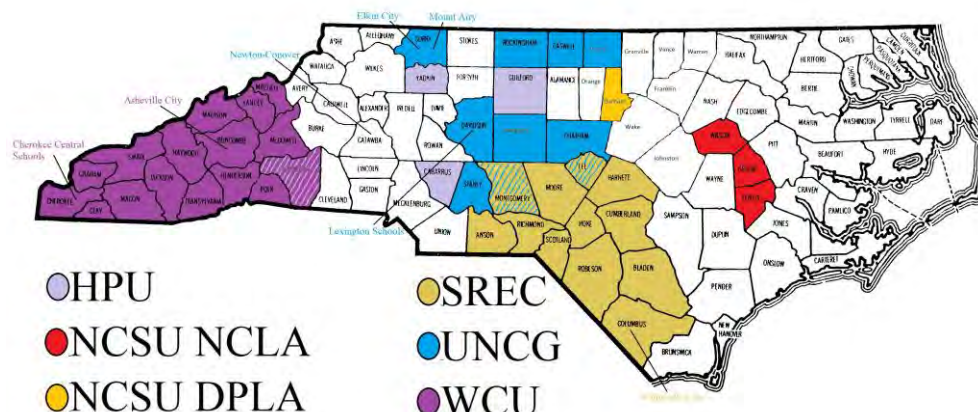
Some counties have more than one LEA and three LEAs (Lee, Montgomery, and Rutherford) partnered with more than one project. Table 2 provides a summary of counties and municipalities served and Table 15 indicates how many program participants are enrolled in the program from each LEA.

TABLE 2. COUNTIES AND MUNICIPALITIES SERVED IN THE TPP PROGRAMS		
TPP Program	**Areas Served**	**Count of LEAs**
NC State's Durham Principal Leadership Academy	Durham	1 LEA o 1 county
High Point University's Leadership Academy	Cabarrus, Elkin City, Guilford County, Mt. Airy, Newton-Conover, Rutherford County, Yadkin	7 LEAs o 4 counties o 3 cities
NC State's North Carolina Leadership Academy	Greene, Lenoir, Wilson	3 LEAs o 3 counties
Western Carolina's North Carolina School Executive Leadership Program	Asheville City, Buncombe, Cherokee, Cherokee Central Schools, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Yancey	18 LEAs o 16 counties o 1 city o 1 tribal
UNC-Greensboro's Principal Preparation for Excellence and Equity in Rural Schools	Caswell, Chatham, Davidson, Lee, Lexington City, Montgomery, Person, Randolph, Rockingham, Stanly, Surry	11 LEAs o 11 counties o 1 city
Sandhills Regional Education Consortium's Sandhills Leadership Program	Anson, Bladen, Columbus, Cumberland, Harnett, Hoke, Lee, Montgomery, Moore, Robeson, Richmond, Scotland, Whiteville City	13 LEAs o 12 counties o 1 city
Total	**Three LEAs- Lee, Montgomery, and Rutherford- partnered with more than one program.**	**50 LEAs** o **43 counties** o **7 other**

REPORT ORGANIZATION

NCASLD contracted with Grant*Prose* to independently apply a 3-tiered approach to evaluate the performance of: (1) NCASLD, (2) TPP Provider agencies, and (3) TPP program participants. Reports produced in the course of this evaluation provide a record of the significant events, activities, and developments in the program and are useful for sharing information about the program with interested parties. The reports are organized to provide information on the inputs, activities, outputs, and outcomes associated with NCASLD as the administrator of the grants, as well as those associated with Provider agencies that are recipients of grant funding. This report provides information on Grant*Prose*'s first-tier

evaluation of NCASLD from July 2017 through June 2018, second-tier evaluation of TPP Provider agencies from July 2017 through June 2018, and third-tier evaluation of TPP program participants at the end of the Spring 2018 semester. Please see the accompanying Grant*Prose* Technical Report for appendices that are referenced in this report.

Additionally, this report provides information relevant to the North Carolina Measurability Assessment Act of 2016 (North Carolina General Statutes Chapter 143E), which directs the North Carolina Program Evaluation Division (PED) to administer Measurability Assessments of new and existing state programs to determine whether they are well-designed and collect the performance information necessary to inform any future inquiries into their effectiveness and efficiency. Session Law 2017-57, Section 10A.5(b) directed PED to administer a Measurability Assessment of the TPP program. This report to NCSEAA therefore provides information relevant to the 14 criteria of state program Measurability Assessments, which include: (1) program uniqueness, (2) problems/needs addressed, (3) program design logic model, (4) evidence of program results including formative assessment, summative assessment, and peer review, (5) program expansion capacity, (6) strategic planning, (7) performance measurement including total costs, unit costs, outputs, outcomes, program satisfaction, impacts, and standards performance, (8) continuous improvement, (9) risk assessment, (10) five-year forecasts, (11) cost sharing, (12) program staffing requirements, (13) financial accounting system, and (14) post-audit.

In late summer 2017, NCASLD, NCSEAA and Grant*Prose* formulated a self-assessment response and compiled all supporting documentation requested for the Measurability Assessment. Pursuant to Chapter 143E, PED contracted with an independent assessor to perform the measurability assessment, which can be found on the PED website. In March of 2018, NCASLD met with PED to receive feedback on the results of the Measurability Assessment, which was then presented to the NC Legislature on April 9, 2018. There were two recommendations made: 1) The General Assembly should direct NCSEAA to collect long-term outcome data for the TPP program on the number of graduates who secure positions in high needs schools, and 2) The General Assembly should direct NCSEAA to amend its cooperative agreement with NCASLD to require specific output and outcome data in annual reports on the TPP program. This report to NCSEAA provides information on the number of graduates who secure positions in high needs schools as well as varied output and outcome data that have been collected to date.

PROGRAM GOALS[10]

NCASLD

The mission of NCASLD is to grow the leadership capacity of school leaders through programs that are aligned to state and national research-based performance evaluation standards and competencies for highly effective school leadership. Through oversight of the TPP program, NCASLD's goal is to transform school leader preparation in the state by identifying Provider agencies with diverse models of evidence-based principal preparation, analyzing and identifying their best practices, and recommending the best models for leadership development of school leaders in North Carolina. NCASLD provides technical assistance to TPP Provider agencies to build capacity and identify and integrate evidence-based approaches to school leader development. NCASLD also facilitates discussion among Provider agencies and stakeholders to share successes and lessons learned. NCASLD identifies seven key areas of responsibility as follows:

1. Issue a Request for Proposal,
2. Evaluate and select eligible applicants,
3. Recommend grant recipients and duration to the NCSEAA,
4. Collect and report program data from grantee Provider agencies,
5. Evaluate grantee Provider agencies for grant renewal,
6. Provide technical assistance to grantee Providers agencies, and
7. Establish and convene a statewide Professional Learning Network.

PROVIDER AGENCIES

Each Provider agency's funding proposal included specific program goals. The original goals for each program as described in the funding proposal are listed in **Table 3** below, as well as any revisions or refinements made to these goals during the course of the program as identified in the mid-year and/or annual evaluation reports collected by Grant*Prose* from each Provider agency.

TABLE 3. TPP PROGRAM GOALS		
TPP Program	**Original Goals**	**Revisions or Refinements**
NC State's Durham Principal Leadership Academy	DPLA will recruit and select one cohort of 14 program participants. Each participant will complete 42 credit hours and a 10-month full-time clinical internship in order to be ready for service as a leader in a high needs school.	None.
High Point University's Leadership Academy	HPULA will recruit and select two cohorts of 20 program participants. Each participant will complete 36 credit hours and a 6-month full-time clinical internship in one of seven partnering districts, graduating with an alternative license in administration, preparing them to lead in high need schools.	2016-17: Reduction from 40 to 30 participants and addition of participants earning MEd in administration.

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[10] This section corresponds to NCSEAA Report Questions 1 & 2: (1) What were the original goals and expectations for the activity supported by this grant? (2) If applicable, how have those goals and expectations been revised or refined during the course of the project.

TPP Program	Original Goals	Revisions or Refinements
NC State's North Carolina Leadership Academy	NCLA will recruit and select one cohort of 18 program participants. Each participant will complete 42 credit hours and a 10-month full-time clinical internship in one of three partnering districts in order to be ready for service as a leader in a high needs school.	2016-17: The program selected 20 individuals to participate rather than 18.
Western Carolina's North Carolina School Executive Leadership Program	NCSELP will recruit and select two cohorts of program participants. There will be 40 participants in the first cohort and 24 in the second. Each participant will complete 36 credit hours and a 10-month full-time clinical internship in one of 18 partnering districts in order to be ready for service as a leader in a high needs, rural school.	2016-17: With the expectation for full-time, fully released, five-month internships, nearly all of the year two funds will be spent on supporting that expectation. Therefore, only 10 participants will be supported by TPP funding.
UNC-Greensboro's Principal Preparation for Excellence and Equity in Rural Schools	PPEERS will recruit and select two cohorts of 10 program participants. Each participant will complete 42 credit hours and a 10-month full-time clinical internship in one of twelve partnering districts in order to be ready for service as a leader in a high needs, rural school.	2016-17: While UNCG selected 20 participants, all participants are part of a single cohort, rather than two cohorts of 10 participants each.
Sandhills Regional Education Consortium's Sandhills Leadership Program	SLP will recruit and select two cohorts of 13-18 program participants. Each participant will complete 18 credit hours and a five-month full-time clinical internship in one of 13 partnering districts in order to be ready for service as a leader in a high needs school.	2016-17: The number of credit hours toward the Master's degree has increased and includes 12 hours (face-to-face courses) with UNCP full-time faculty, 6 hours (Synergy classes) with Executive Coaches who are UNCP adjunct faculty, and 6 hours internship for a total of 24 credit hours. Interns who do not hold a Master's degree are required to complete the MSA with UNCP, while interns who already hold a Master's degree are encouraged to complete the MSA. 2017-18: Recognizing a 10-month internship with strong coaching and mentorship would be better preparation for administrative roles, the program began working with UNCP on any related issues regarding courses that would prohibit a 10-month internship.

EVALUATION MODEL[11]

NCASLD contracted with Grant*Prose* to independently apply a 3-tiered approach to evaluate the performance of: (1) NCASLD, (2) TPP Provider agencies, and (3) TPP program participants. Three forms of evaluation (fidelity, formative, summative) are being used to evaluate NCASLD and the Provider agencies, and two forms (formative, summative) to evaluate the program participants. As shown in **Figure 2** below, <u>fidelity evaluation</u> monitors program operations and fiscal expenditures for adherence to scope of work and timelines. <u>Formative evaluation</u> assesses implementation of program strategies and activities, while <u>summative evaluation</u> assesses program outputs and outcomes. A mixed-methods approach using quantitative and qualitative data is being used to determine program success, provide in-process review and recommendations, and measure progress toward proposed outcomes.

FIGURE 2. THREE-TIERED EVALUATION MODEL

Fidelity-Delivery as Planned

What are the components?

Were components delivered?

Were components delivered on time?

Were components delivered within budget?

Formative-Delivery Quality

How were components delivered?
- Process
- Quality

Summative-Delivery Effect

Outcomes
- Short-term
- Long-term

Outputs
- Short-term
- Long-term
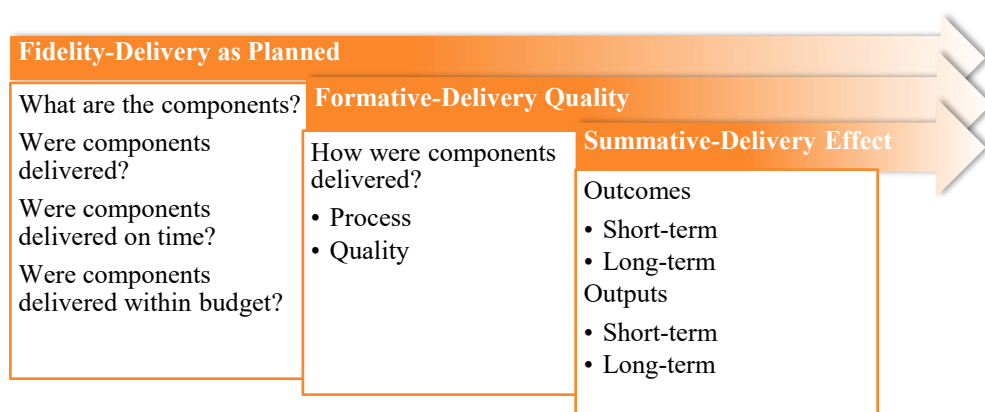
LOGIC MODEL[12]

In collaboration with NCASLD, Grant*Prose* developed a logic model for second-tier evaluation of the TPP programs that adheres to characteristics of logic models described by the W. K. Kellogg Foundation (2004). Inputs, activities, outputs, outcomes, and impacts are identified in this model. Following recommendations of the Measurability Assessment conducted by PED, the logic model described in the Grant*Prose* annual report for the 2016-17 year was updated. **Figure 3** provides a visual depiction of this updated logic model for the TPP program.

Inputs

Inputs are the resources the Provider agencies make use of to support the implementation of their programs. Inputs include the NCSEAA funding and technical support provided by NCASLD. Inputs can be documented in the fidelity and formative evaluations.

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[11] This section addresses Criterion #4 of the NC Measurability Act of 2016 – whether there is evidence that the program produces results attributable to the program to remedy the problem or need.

[12] This section addresses Criterion #3 of the NC Measurability Act of 2016 – whether there is a program design portrayed by a logic model as defined by the Logic Model Development Guide by the W.K. Kellogg Foundation, including an evaluation of that logic model.

Activities
Activities are the strategies, processes, tools, events, technology, and actions that the Provider agencies carry out in the course of implementing their programs. Activities can be observed, recorded, and/or otherwise documented in the formative evaluation.

Outputs[13]
Outputs are the products created by the Provider agencies as a result of implementing the programs. Outputs include the number of participants completing the program and subsequently securing assistant principal and/or principal positions. Outputs can be documented in the formative evaluation.

Outcomes[14]
Short-term outcomes are changes in the program participants' attitudes, behaviors, and/or cognitive knowledge that can be attributed to the TPP program. Short-term outcomes are attainable by the end of the 2-year program in June 2018 and subsequently thereafter. Long-term outcomes include TPP graduates securing principal positions in high needs schools and the incorporation of best practices in principal preparation programs across the state. Long-term outcomes may be realized post June 2018. Short-term and long-term outcomes can be documented in the summative evaluation.

Impacts[15]
The impact of greatest interest associated with the TPP programs is whether the programs, through the performance of program participants, has an impact on student achievement. Documenting any possible impact on student achievement will require collecting data on school variables such as performance levels on state examinations, attendance rates, and graduation rates, among other possible variables correlated with student achievement. Program participants now taking part in the TPP programs will need to assume principal or assistant principal roles and data will need to be organized for each individual on a school-by-school basis for a period of time prior to when the individual assumed the leadership position (baseline) and a period of time after assuming the position. A related question of impact is whether student achievement outcomes being realized by TPP graduates are any different than those being realized by graduates of other principal preparation programs and/or other schools that can be matched to those at which TPP graduates serve as principals and/or assistant principals.

DATA SOURCES
To support Tier I evaluation, Grant*Prose* participates in periodic evaluation meetings and invoice reviews with NCASLD and produces quarterly reports of activities to date. As part of Tier II evaluation activities, TPP Provider agencies submitted semi-annual performance reports in early 2018 and annual reports in June 2018. Grant*Prose* has also conducted site visits and observations during 2017-18 to observe and document program processes and activities. Additionally, program participants, LEA representatives,

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[13] This section addresses Criterion #7b of the NC Measurability Act of 2016 – outputs or counts of units of services and for individual activities associated with each service.

[14] This section addresses Criterion #7d of the NC Measurability Act of 2016 – outcomes or results attributable to each program service; results still evident one, tow, and three years after completion; ultimate or permanent results; and when and how permanent results will be determined by the program.

[15] This section addresses Criterion #7f of the NC Measurability Act of 2016 – statewide impacts of program outcomes as evidenced by census data or other statewide data.

principal mentors, and executive coaches completed surveys in the latter half of 2017-18.

At Tier III, evaluation activities of the program participants collected data on the number of participants completing their programs, the number of university credit hours earned by the participants, the nature of the advanced degrees and licensure participants earned, the number of participants earning positions as assistant principals (AP), and the number of AP positions at high needs schools, among other output and outcome variables. Data sources for determining long-term impact on outcomes such as student achievement will be collected from archival datasets maintained by the N. C. Department of Public Instruction.

FIGURE 3. TPP PROGRAM EVALUATION LOGIC MODEL
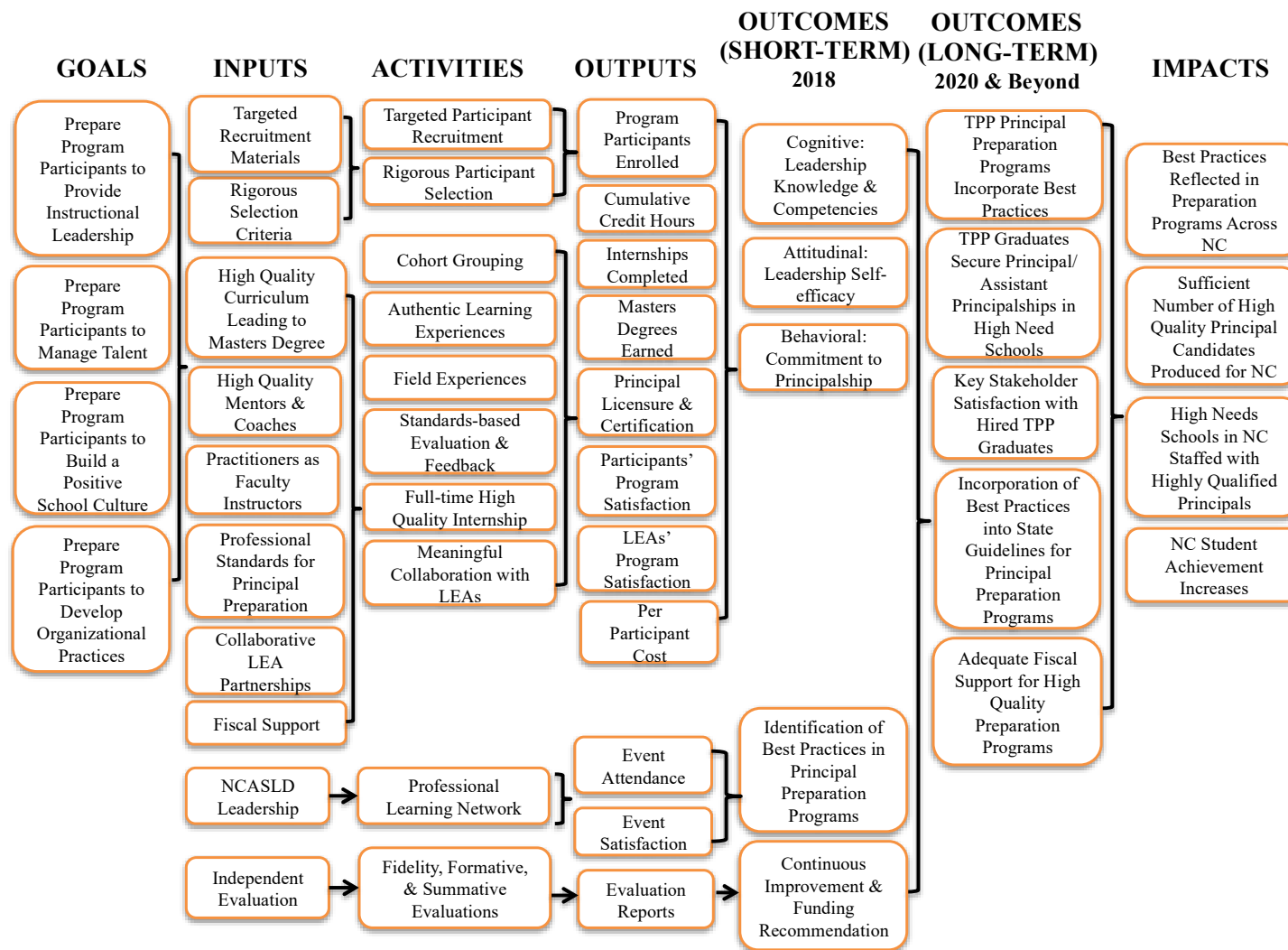
ACCOMPLISHMENTS[16]

TIMELINE

The timeline in **Table 4** provides a synopsis of major milestones completed to date in the NCASLD administration and Grant*Prose* evaluation of the TPP program.

TABLE 4. PROGRAM MILESTONES TO DATE	
Date	**Activity**
Feb 16, 2016	Contract signed with NCSEAA to oversee and administer TPP grant program
March 1, 2016	Issued Spring 2016 RFP
April 22, 2016	Spring 2016 proposals received
May 11-25, 2016	Evaluated submissions and selected Spring 2016 applicants
June 1, 2016	Recommended Spring 2016 recipient to NCSEAA
July 1, 2016	Received amendment to budget and Section 11.9 of Session Law 2015-241 authorizing additional competition
July 6, 2016	Notified recipient of Spring 2016 award
July 12, 2016	Issued Fall 2016 RFP
August 26, 2016	Fall 2016 proposals received
September 14-18, 2016	Evaluated submissions and selected Fall 2016 applicants
September 19, 2016	Recommended Fall 2016 recipients to NCSEAA
October 1, 2016	Notified recipients of Fall 2016 award
October 20, 2016	Hosted TPP Program Directors' Workshop
December 31, 2016	Five grantee agreements completed; six projects in progress
January 1, 2017	Programs begin serving participants. All Provider contracts executed. Providers submit first invoices for review.
February 2017	IRB approvals for Grant*Prose* evaluation activities received from four of the five Provider Agencies.
March 2017	Mid-year evaluation reports of activities through the end of December 2016 submitted by four of five Provider agencies (four of six projects). NCASLD and Grant*Prose* conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	*Transforming Principal Preparation in NC: Program Update Summary* report prepared for Representative Blackwell
April 18, 2017	Mid-year evaluation reports submitted by NCSU for DPLA and NCLA
April/May 2017	Program participants take part in an online survey
May 22, 2017	NCASLD conducted a one-day summit for Program Directors and selected program participants
May/June 2017	HPULA and SLP began a second cohort of program participants
June 2017	Annual evaluation reports submitted by all six programs.
July 27, 2017	NCASLD and Grant*Prose* met with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	Grant*Prose* submitted the Year 1 annual evaluation report to NCASLD.
August 1, 2017	NCASLD disseminated the Year 1 annual evaluation report to Provider agencies.
July 27 & August 23, 2017	NCASLD, Grant*Prose*, and NCSEAA met to develop plan and finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, Grant*Prose,* and NCSEAA developed responses and compiled supporting documentation for the Measurability Assessment submission.
August 28, 2017	NCASLD submitted the Measurability Assessment to PED.
August 2017	DPLA, HPULA (Cohort I), NCLA, NCSELP, PPEERS, and SLP (Cohort I) program participants began full-time internships

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[16] This section corresponds to NCSEAA Report Question #3: What has the activity accomplished with these grant funds? Include specific information including facts and statistics to support conclusions and judgments about the activity's impact.

Date	Activity
August 2017	Programs conducted formative assessment of interns.
August 30 & September 13, 2017	Program Directors attended digital finance meetings conducted by NCASLD.
September 6, 2017	NCASLD posted the Year 1 annual evaluation report to their website.
September 11–22, 2017	Grant*Prose* conducted observations of project activities.
October 2017	NCALSD provided technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.
October 5, 2017	NCASLD and Grant*Prose* met to review the "Criteria & Scoring Rubric for Continued Funding Recommendations" as well as discuss each program's internship-related learning activities during Grant*Prose*'s TPP observations conducted in September 2017.
October 31, 2017	Grant*Prose* submitted the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
November 1, 2017	NCASLD hosted, along with New York City Leadership Academy (NYCLA), the first *face-to-face* Professional Learning Network meeting.
November 6 – December 7, 2017	Grant*Prose* conducted on-site Program Director/team site visits to gather evidences for continued funding recommendations.
November 15-19, 2017	Program Directors attended the UCEA Convention and participated in a symposium regarding state-supported innovative leadership preparation programs.
December 2017	Grant*Prose* disseminated electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) Program participants completing their internships in December/January, and (3) Principal mentors of program participants completing their internships in December/January.
December 13, 2017	NCASLD hosted, along with NYCLA, the first *virtual* Professional Learning Network meeting.
December 23, 2017	Grant*Prose* disseminated the mid-year report template to TPP Program Directors with a request to return the completed form by 1/31/18.
January 15, 2018	Grant*Prose* submits the eighth quarterly (Year 2, Quarter 4) NCASLD evaluation report.
January 31, 2018	Provider agencies submit TPP mid-year reports.
January 31, 2018	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
Feb 13 – March 15, 2018	Grant*Prose* conducted observations of project activities.
March 7, 2018	NCASLD meets with PED to receive feedback on results of Measurability Assessment and plans for April 9 presentation to NC Legislature.
March 13, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
March 22, 2018	NCASLD meets with Representative Blackwell and BEST NC to provide update on the program.
March 22, 2018	Grant*Prose* provides NCASLD finalized Growth Plans based on results to date, which NCASLD disseminates to each TPP Provider agency
March 28, 2018	NCASLD and Grant*Prose* modify the program's logic model based on the PED Measurability Assessment suggestions.
March 29, 2018	NCASLD notifies TPP Provider agencies of NCASLD proposal to continue funding TPP programs at each institution for the 2018-19 year and beyond.
April 9, 2018	NCASLD and Grant*Prose* attend PED Measurability Assessment results presentation to NC Legislature.
April 24, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
May 21, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
April/May 2018	Grant*Prose* disseminated electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) Program participants completing their internships in May/June, (3) Principal mentors of program participants completing their internships in May/June, and (4) Executive Coaches.
May 24 – June 28, 2018	Grant*Prose* conducted continued observations of project activities.
June 2018	Annual evaluation reports submitted by all six programs.

TIER I EVALUATION: NCASLD[17]

Program Staffing[18]

NCASLD program staffing needs were determined based on the seven key areas of responsibility outlined in the Scope of Work in the NCASLD application to be the TPP program administrator. However, during the Summer Session 2016, Section 11.9 of Session Law 2015-241 was amended to reduce the appropriation for contractual services with NCSEAA and NCASLD from $500,000 to $300,000 each fiscal year beginning with the 2016-2017 fiscal year. Due to this reduction in funding, NCASLD was unable to fully staff the project as described in the original funding proposal. For the next year, 2017-18, the NC Legislature allocated an additional $80,000 for NCSEAA and NCASLD services, allowing NCASLD to expand activities, most notably its Professional Learning Network. At the end of the 2017-18 year, NCASLD staffing for the TPP program consisted of Dr. Shirley Prince, serving as the program director and committing approximately 45% of her time to administering the project, and Ms. Tracy McBride, serving as the program coordinator and committing approximately 55% of her time to the project. Expectations for the 2018-19 year are that this level of staffing will remain the same?

Financial Accounting System[19]

NCASLD has provided Grant*Prose* with invoices that NCASLD submits to NCSEAA for expenses associated with administering the TPP Program and **Table 5** summarizes NCASLD expenses for the 2017-18 year.

TABLE 5. NCASLD EXPENSES FOR 2017-18	
Expense Category	**Amount**
Contractor Services	$293,903.43
Facilitator Services	$42,000.00
Legal	$4,638.33
Supplies	$655.54
Travel	$2,378.99
Venue	$4,675.88
F&A	$16,102.99
TOTAL	**$364,355.16**

Additionally, NCASLD has established an internal process for reviewing TPP Provider agency invoices to ensure expenses are reasonable, allowable, allocable, and adhere to their final approved budgets. In the 2016-17 year, TPP Provider agencies submitted monthly invoices to NCASLD. Upon finding these invoices were sufficiently documented, NCASLD permitted the Provider agencies to submit quarterly invoices in the 2017-18 year. During 2017-18, Grant*Prose* undertook a review of the Provider agencies' quarterly invoices and backup documentation to develop a more detailed understanding of how the Provider agencies were expending TPP funds. The backup documentation sometimes consists of hundreds of pages. Although the documentation is extensive, the information that Grant*Prose* can collect from this documentation is helpful to identify differences and unique features among the TPP programs. Also, seeming errors or omissions in the Provider agency invoices that

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[17] This section addresses Criterion #5 of the NC Measurability Act of 2016 – the capacity of the administering entity to expand the program based upon existing evidence or results.

[18] This section addresses Criterion #12 of the NC Measurability Act of 2016 – how program staffing requirements are determined and an evaluation of those requirements.

[19] This section addresses Criterion #13 of the NC Measurability Act of 2016 – whether the program has or proposes to have a financial accounting system capable of accounting for all assets, liabilities, receipts, and disbursements.

Grant*Prose* noted were shared with NCASLD administrators and NCASLD has worked with the Provider agencies to correct any such errors.

Program Oversight

During this reporting period, NCASLD has undertaken key activities in the oversight of the TPP program including: (a) Collecting and reporting program data from Provider agencies, (b) Providing technical assistance to Provider agencies, (c) Initiating a statewide Professional Learning Network, and (d) Evaluating Provider agencies for grant renewal. Each section below includes a description of these programmatic activities based upon NCASLD's monthly evaluation meetings and invoice reviews with Grant*Prose*.

A. Collect and report program data from grantee Provider agencies

The results of the mid-year reports submitted by the Provider agencies were summarized in a separate report, titled "TPP Mid-Year Report Summary: 2017-18" (see **Appendix A** in the Technical Report). Provider agencies completed end-of-the-year evaluation reports, which were received from all agencies by June 24, 2018. The results of these reports are summarized within this annual report.

B. Provide technical assistance to grantee providers agencies

NCASLD provided ongoing technical assistance to the TPP Provider agencies during this second funding year. In November 2017, NCASLD held a virtual meeting to provide technical assistance regarding planning and budgeting for future cohorts. Between January and March 2018, NCASLD provided technical assistance on several other issues. In consultation with NCSEAA, one issue that was clarified was that TPP Provider agencies could use their appropriation in a given year for any activity associated with implementing the TPP program during that year. An implication of this decision is that the 2017-18 funding was not tied to a specific cohort group but, rather, could be used to support activities in that year associated with recruiting the next cohort group and paying spring tuition costs for that group. Also, in consultation with NCSEAA, another question was clarified that TPP programs were expected to continue documenting all expenditures in their programs with backup receipts, invoices, and any other needed documentation.

C. Establish and convene a statewide Professional Learning Network

During the Summer Session 2016, Section 11.9 of Session Law 2015-241 was amended to reduce the appropriation for contractual services with NCSEAA and NCASLD from $500,000 to $300,000 each fiscal year beginning with the 2016-2017 fiscal year. Due to this reduction in funding, NCASLD was unable to implement the Professional Learning Network (PLN) as it intended. NCASLD intended the PLN to be a means of bringing the TPP Provider agencies together to share best practices with each other and to learn from the experiences of other exemplary programs in the nation. For the next year, 2017-18, the Legislature allocated an additional $80,000 for NCSEAA and NCASLD services, and NCASLD was able to expand its implementation of the Professional Learning Network.

NCASLD initiated planning for the PLN and began identifying potential participants to conduct professional development activities in the Network. In collaboration with the NYC Leadership Academy (NYCLA), NCASLD hosted the first face-to-face PLN meeting on November 1, 2017, at the William and Ida Friday Institute for Educational Innovation in Raleigh. The presenters were Shirley Prince of NCASLD, Mary Jo Dunnington of NYCLA, and Steve Tozer of University of Illinois at Chicago. Dr. Tozer discussed the development of the next-generation principal preparation program in Chicago, Illinois, and facilitated cross-team and teamwork discussions for TPP programs. Program Directors and program staff members from all six TPP programs

attended. Grant*Prose* representatives attended and produced an observation report for the day (see Technical Report **Appendix B** for this observation report).

NCASLD hosted, along with NYCLA, a second face-to-face PLN meeting on January 31, 2018 at the Center for School Leadership Development in Chapel Hill, North Carolina. The presenters were Shirley Prince of NCASLD, Mary Jo Dunnington of NYCLA, and Susan Korach, University of Denver (DU). Dr. Korach discussed how using competency-based assessments enhanced the principal preparation program in Denver, Colorado. She also facilitated cross-team and teamwork discussions for the programs. All six TPP programs attended along with other stakeholders, such as BEST NC and NCSEAA. Grant*Prose* representatives again attended and produced an observation report for the day (see Technical Report **Appendix C** for this observation report).

On April 24, 2018 at the McKimmon Conference and Training Center at North Carolina State University, NCASLD hosted a third face-to-face PLN meeting in collaboration with NYCLA. Each TPP program was represented by a variety of individuals, such as the Program Director, program team members, participants, and school district partners. The presenters were Shirley Prince (NCASLD), Mary Jo Dunnington (NYCLA), Ann Clark (former Charlotte-Mecklenburg Schools Superintendent), and Dr. Walter Hart (Winthrop University). A panel discussion was presented on the partnership between Charlotte-Mecklenburg Schools (CMS) and Winthrop University to strengthen school leadership in CMS. Ms. Clark and Dr. Hart led small and large group discussions on participant recruitment, participant selection, mentor selection, and intern placement (see Technical Report **Appendix D** for this observation report).

On December 13, 2017, NCASLD hosted, along with NYCLA, the first virtual PLN meeting. The general format for virtual PLN meetings includes a status check with each program providing updates on their program, discussion of any barriers programs are experiencing, feedback loop and data sharing, additional updates, and gathering information on any areas with which NCASLD could be providing assistance. Additional virtual PLN meetings for TPP Program Directors and staff were held on March 13, April 24, and May 21, 2018. Program Directors from all six TPP programs attended these meetings, as did Grant*Prose* representatives.

D. Evaluate grantee(s) for grant renewal

NCASLD and Grant*Prose* continue to refine the 3-tier evaluation described in the previous section of this report. Tier II of the evaluation plan is designed to determine the progress Provider agencies make towards goals and measures established in the legislation. Tier II evaluation activities also facilitate the collection of formative data to support continuous improvement, identification of best practices and effective models, and provision of recommendations for any future grant renewal.

As part of this evaluation, Grant*Prose* designed an 'Evaluation Rubric' modeled upon the original logic model (see Technical Report **Appendix W** for this rubric). The Evaluation Rubric was shared with TPP Project Directors at the November 2017 meeting of the PLN, and the Program Directors were advised that information would be collected on each element in the rubric for the purpose of informing NCASLD's decision whether to recommend to NCSEAA continued funding of a TPP program. Results of the Evaluation Rubric would also provide information for recommendations that could be offered for how each program might make improvements.

Subsequently, in November and December 2017, Grant*Prose* conducted ½ day site visits with the TPP Program Directors and continued to carry out varied observations of the TPP programs as indicated in **Tables 6 and 7**. The purpose of the site visits was to collect information for the Evaluation Rubric. In March 2018, Grant*Prose* produced continuous improvement plans for each TPP program based on findings of the Evaluation Rubric, the observations, and other information collected about the programs to date. Input on these plans was also collected

from NCASLD sharing the knowledge it had about the programs, after which the plans were finalized and shared with the TPP Program Directors. The Directors had opportunity to comment on the plans. See Technical Report **Appendix X**[20] for the full summary report. Based upon the TPP Provider agencies accepting recommendations of the continuous improvement plans, NCASLD recommended to NCSEAA that all five Provider agencies be approved to continue implementing the TPP programs in the 2018-19 year and beyond.

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[20] The report found in **Appendix X** of the Technical Report was produced May 2018, before data for all of the rubrics could be collected. Data reported in this annual report to SEAA for the Evaluation Rubric are the most current.

TIER II EVALUATION: PROVIDER AGENCIES

Grant*Prose* evaluation activities during 2017-18 are summarized in **Table 6** below and discussion of these evaluation activities follows.

TABLE 6. GRANT*PROSE* EVALUATION ACTIVITIES: 2017-18							
Evaluation Activity		**TPP Program**					
		DPLA	**HPU**	**NCLA**	**WCU**	**UNCG**	**SREC**
A. Program Observations		9/11/17 2/13/18 2/22/18 6/27/18	9/22/17 2/26/18 3/10/18	9/11/17 2/13/18 2/22/18 6/27/18	10/7/17 6/25/18	9/21/17 2/17/18 3/15/18 6/26/18	9/21/17 3/8/18 5/24/18 5/31/18
B. Program Site Visits		12/8/17	11/20/17	12/8/17	11/30/17	11/6/17	11/27/17
C. Surveys	Program Participants	4/18-5/18	12/17 -2/18 4/18-5/18	4/18-5/18	12/17 -2/18 4/18-5/18	4/18-5/18	12/17 -2/18 4/18-5/18
	Principal Mentors	4/18-5/18	12/17 -2/18 4/18-5/18	4/18-5/18	12/17 -2/18 4/18-5/18	4/18-5/18	12/17 -2/18 4/18-5/18
	LEA Representatives	12/17-5/18	12/17-5/18	12/17-5/18	12/17-5/18	12/17-5/18	12/17-5/18
	Executive Coaches	4/18	4/18	4/18	4/18	4/18	4/18
D. Program Mid-Year Reports		1/31/18	1/11/18	1/31/18	1/26/18	1/31/18	2/26/18
E. Program Annual Reports		6/15/18	5/21/18	6/15/18	6/4/18	6/15/18	6/24/18
F. 2016-18 Secondary Budgetary Analyses		All TPP Programs					
G. Developments in the Research Design		All TPP Programs					

A. Program Observations

During this reporting period, Grant*Prose* staff conducted between two and four observations of each program's unique learning activities (23 observations total as NCSU's *Durham Principal Leadership Academy* and *North Carolina Leadership Academy* learning activities were conducted jointly), as listed in **Table 7** below. Project Directors from each program provided Grant*Prose* staff with a list of upcoming learning activities from which to choose and then facilitated scheduling details. The observed learning activities provided a wide variety of experiences, teaching modalities, and content for observation. The activities observed ranged from in-class presentations from expert practitioners to week-long institutes. In some cases, the content and method of delivery for in-class instruction were innovative and in others it was the entire concept for the learning experience. In all of the activities observed, the high caliber of students in these programs was also evidenced by their exhibited high energy, engagement, and professionalism. **Appendices F through V** in the Technical Report provides short observation reports for each learning activity observed.

TABLE 7. GRANT*PROSE* OBSERVATIONS OF TPP PROGRAMS			
TPP Program	**Date**	**Location**	**Activity Observed**
NCSU's Durham Principal Leadership Academy & North Carolina Leadership Academy	9/11/17	Avila Retreat Center Durham, NC	Digital Storytelling Retreat
	2/13/18	Friday Institute for Educational Innovation, NCSU Raleigh, NC	Program Participant Mock Interview and Formative Assessment Day
	2/22/18	A.B. Combs Elementary School Raleigh, NC	Site Visit/ Walkthrough
	6/27/18	Schenk Memorial Forest Friday Institute for Educational Innovation, NCSU Raleigh, NC	Ropes Course at Schenk then debrief at Friday Institute
High Point University Leadership Academy	9/22/17	Stout School of Education, HPU High Point, NC	Cohort 1 Friday Internship Seminar: Functional Behavior Assessments & Toolbox of Behavioral Interventions
	2/26/18	North Forsyth High School Winston-Salem, NC	Instructional Leadership Institute Practicum/ Walkthrough
	3/10/18	Stout School of Education, HPU High Point, NC	Cohort III Applicant Assessment Day
Western Carolina's North Carolina School Executive Leadership Program	10/7/17	WCU Campus, Biltmore Town Park Asheville, NC	Internship Networked Learning Community meeting (In-person)
	6/25/18	Renaissance Hotel Asheville, NC	WRESA Summer Leadership Conference
UNCG's Principal Preparation for Excellence and Equity in Rural Schools	9/21/17	Davidson County Schools Lexington, NC	ELC 690 Internship Seminar: The Five Standards for Authentic Instruction
	2/17/18	School of Education, UNCG Greensboro, NC	Program Participant Mock Interview Day
	3/15/18	International Civil Rights Center Greensboro NC	ELC 690 Internship Seminar
	6/26/18	School of Education, UNCG Greensboro, NC	Interview days for PPEERS 2 cohort
Sandhills Regional Education Consortium's Sandhills Leadership Program	9/21/17	Scotland County Schools Laurinburg, NC	Synergy Session: SIT for school improvement; Internship debriefing
	3/8/18	Scotland County Schools Laurinburg, NC	Synergy Session
	5/24/18	School of Education, UNC-P Pembroke, NC	Intern data presentations in morning and presentation on Improving Schools using the SIT team and collaboration in afternoon
	5/31/18	School of Education, UNC-P Pembroke, NC	Data presentations, some mock interviews, coaches working with small groups and individuals regarding artifacts required for Taskstream

At the end of each observation, the Grant*Prose* observer was asked to rate level of agreement with the statement "Participants were actively engaged in the activity" on a scale of 1('Strongly Disagree') to 4 ('Strongly Agree'). See **Appendix E** for the observation protocol form used by Grant*Prose* staff during observations. In all but one observation, the activities were consistently rated as 4. The one exception was a rating of 3 ('Agree'). The observer was also asked to rate level of agreement with the statement "Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader" using the same 1 to 4 scale. In all

observations, the activities were consistently rated as 4. In summary, the program participants attending each observed learning or assessment activity were actively engaged and, based on the questions posed and discussion, seemed to understand the activity's relevance and importance to the duties of school leaders.

B. Program Site Visits

The chief purpose of the mid-year program site visits was to collect information for the Evaluation Rubric, which would inform the development of a continuous improvement plan for each TPP Provider agency. The rubric would also provide NCASLD with information to guide its decision whether to recommend continued funding for any of the TPP programs in 2018-19. Results of the Evaluation Rubric are summarized below in **Table 8** (see Technical Report **Appendix X** for this full report).[21] **Table 8** shows that the two programs being conducted by NCSU received the highest ratings while SREC's *Sandhills Leadership Program (SLP)* and WCU's *North Carolina School Executive Leadership Program (NCSELP)* received the lowest ratings. However, the majority of ratings for all programs were 'Highly Effective' (ratings of 3).

Based on evaluation activities to date summarized in the Evaluation Rubric, Grant*Prose* offered recommendations for continuous improvement for each TPP Provider agency's consideration including the following:

- *NCSU's Durham Principal Leadership Academy (DPLA) and North Carolina Leadership Academy (NCLA)*
  - In order to support program replication and scalability, provide more detailed documentation regarding:
    - How the program conceptual framework is tied to the course sequence, and
    - How the program utilizes the input of practitioners across program elements, implements program improvements based on formal and informal feedback, and gathers feedback from its LEA partner.
- *HPU's High Point University Leadership Academy (HPULA)*
  - Continue to work with partner LEAs to detail responsibilities and expectations including the need for assignment of participants to strong mentor principals in order to help both parties ensure the best possible situation for participants.
  - Consider possible ways of lengthening the internship beyond 5-months in order to provide interns with more opportunities to develop first-hand experience with the real responsibilities of the principalship.
- *SREC's Sandhills Leadership Program (SLP)*
  - In order to support program replication and scalability, provide more detailed documentation regarding:
    - How the program conceptual framework is tied to program elements (course sequence, etc.), and use of differential strategies in recruitment processes, and use of evidence-based measures and decision rubrics for admissions decisions.
    - How the program implements improvements based on informal feedback from multiple sources and how it utilizes practitioner input across program elements.

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[21] The Evaluation Rubric was aligned with the original Logic Model created for the TPP Program. Using data and documents collected from the site visits, 2017-18 mid-year and annual reports submitted by the TPP Provider agencies, and Grant*Prose* surveys being conducted with varied population groups (e.g., participants, principal mentors, LEA representatives), each element in the Logic Model was rated on the rubric along a scale that ranged from 1 to 3, with 1 representing 'Needs Improvement', 2 representing 'Effective', and 3 representing 'Highly Effective'.

- o   Consider ways to become more actively involved in the LEA level recruitment and selection process.
- o   Consider negotiating a stronger role for the program in selection of mentors to provide the best experience for the program participants. This might be accomplished by formally establishing collaborative relationships with all LEA partners through Memoranda of Understanding including detailed descriptions of roles and responsibilities.
- *UNCG's Principal Preparation for Excellence and Equity in Rural Schools*
  - o   In order to support program replication and scalability, provide more detailed documentation regarding implemented changes to the program based on formal and informal feedback from stakeholders.
  - o   Consider negotiating a stronger role for the program in selection of mentors to provide the best experience for the program participants
- *WCU's North Carolina School Executive Leadership Program*
  - o   In order to support program replication and scalability, provide more detailed documentation regarding implemented changes to the program based on formal and informal feedback from stakeholders.
  - o   Adopt methods to ensure the Post-Masters Certification students feel more fully involved in the full cohort throughout the program.
  - o   Negotiate a stronger role with LEAs so that all participants are placed with strong and experienced mentor principals.

TABLE 8. SUMMARY OF EVALUATION RUBRIC RATINGS

Program Element in Logic Model	DPLA	HPU	NCLA	WCU	UNCG	SREC
Inputs						
1. Evidence of widely disseminated, targeted recruitment materials	3	3	3	2	3	2
2. Evidence of rigorous selection criteria	3	3	3	2	3	2
3. Evidence of quality of curriculum leading to Master's degree	3	3	3	3	3	3
4. Evidence of high quality mentors and coaches	3	2	3	2	2	3
5. Evidence of involvement of practitioners in program planning and instruction	3	3	3	3	3	3
6. Evidence of adhering to professional standards for principal preparation programs	3	3	3	3	3	3
7. Evidence of fiscal management	3	3	3	3	3	1
8. Evidence of collaboration with LEA partners	3	3	3	3	3	3
Activities						
9. Evidence of targeted participant recruitment	3	3	3	1	3	2
10. Evidence of rigorous participant selection	3	3	3	2	3	2
11. Evidence of cohort grouping	3	3	3	2	3	3
12. Evidence of authentic learning experiences	3	3	3	2	3	3
13. Evidence of field experiences	3	3	3	3	3	3
14. Evidence of standards-based evaluation & feedback	3	3	3	3	3	3
15. Evidence of full-time high quality internship	3	3	3	3	3	3
16. Evidence of meaningful collaboration with LEAs	3	3	3	2	3	3
Outputs						
17. Evidence of principal program participants enrolled	3	3	3	3	3	3
18. Evidence of courses completed	3	3	3	3	3	3
19. Evidence of internships completed	3	3	3	3	3	3
20. Evidence of Masters degrees earned	3	3	3	3	3	3
21. Evidence of principal licensure & certification	3	3	3	3	3	3
22. Evidence of program participants' satisfaction	3	3	3	2	3	3
23. Evidence of LEAs' program satisfaction	3	3	2	2	3	2
24. Evidence of program cost per participant (TPP state funding only)	Unavailable at this time due to comingling of funds between cohort groups.					
Outcomes (Short-term)						
25. Evidence of cognitive: leadership knowledge and competencies	Unavailable at this time due to survey under construction.					
26. Evidence of attitudinal: leadership self-efficacy	2	3	3	3	2	3
27. Evidence of behavioral: commitment to principalship	2	2	2	2	2	2
Outcomes (Long-term)						
28. Evidence of program graduates securing principal / assistant principal positions	3	1	2	1	1	1
Percentage ratings of 3	**92.3%**	**88.5%**	**88.5%**	**53.9%**	**84.6%**	**69.2%**

C. Surveys

Four surveys were conducted during the 2017-18 year with the surveys providing perspectives on the TPP programs from different population groups: LEA representatives, mentoring principals, executive coaches, and the TPP program participants. **Table 9** provides summary information about the survey response rates. Grant*Prose* sent periodic reminders to prospective respondents of each survey and TPP program leaders encouraged individuals to participate in the surveys. The strongest response rate was achieved with the TPP program participants and the weakest response rate was achieved with the mentoring principals.

TABLE 9. SURVEY RESPONSE RATES BY TPP PROGRAM								
Survey	**Survey Release Date(s)***	**Survey Response Rates # Respondents / # Surveyed (% Response rate)**						
		Overall	**DPLA**	**NCLA**	**HPU**	**WCU**	**UNCG**	**SREC**
LEA Representatives**	12/6/2017	31/44 70.5%	3/7 (42.9%)		7/9 (77.8%)	5/6 (83.3%)	10/11 (90.9%)	6/11 (63.6%)
Mentoring Principals	1/12/18 4/25/18	64/122 (52.5%)	9/19 (47.4%)	5/14 (35.7%)	19/30 (63.3%)	5/14 (35.7%)	12/19 (63.2%)	14/26 (53.8%)
Executive Coaches**	4/13/18	25/32 (78.1%)	16/22 (72.7%)		9/10 (90.0%)			
TPP Program Participants	12/19/2017 4/25/2018	110/118 (93.2%)	18/19 (94.7%)	14/14 (100%)	29/30 (96.7%)	7/10 (70.0%)	18/19 (94.7%)	24/26 (92.3%)
Overall Response Rate		*230/316 (72.8%)*						

Notes:

*   *Surveys of the mentoring principals and TPP program participants were released on two dates to coincide with the time of the year the participants were nearing the end of their internship.*
** *Data for surveys with the LEA representatives and the executive coaches are combined when TPP programs had fewer than five respondents.*

The four surveys were constructed similarly, with a set of Likert-scale items organized into a number of attitudinal scales, followed by a number of open-ended questions asking respondents to identify features of the TPP program that were strong as well as areas for improvement. Also, contact information was collected from respondents to the LEA representatives, executive coaches, and participant surveys. **Table 10** provides summary descriptions of each survey. The varied attitude scales designed for each survey, the number of Likert items in each attitude scale, and Cronbach's coefficient alpha (α) for each scale are indicated in the table.

Confirmatory factor analyses to determine the reliability of the survey scales as measured by Cronbach's coefficient alpha (α). Cronbach's alpha was satisfactory for all except two scales, both of which had a small number of Likert items. See **Appendices Y thru BB** in the Technical Report for the full text of Grant*Prose* reports on each survey.

TABLE 10. CHARACTERISTICS OF SURVEY SCALES AND OPEN-ENDED QUESTIONS		
Survey	**Attitude scales (# of Likert items, scoring of response anchors, and Cronbach's Alpha [α] for each scale)**	**Open-ended questions following Likert items**
LEA Representatives	• Collaboration (5 items, scored 1-5, α = .90) • Program Quality (4 items, scored 1-5, α = .86) • Program Features (5 items, scored 1-5, α = .83)	• How, in your view, has the district shaped the program's emphases and design? • What are the biggest benefits of the collaboration?
Mentoring Principals	• Collaborating with Program Leaders (9 items, scored 1-5, α = .91) • On Being a Mentor (9 items, scored 1-5, α = .97) • About My Mentee (9 items, scored 1-5, α = .93) • Overall Satisfaction (3 items, scored 1-7, α = .76)	• Please describe how the mentoring program could be improved for future mentors and mentees.
Executive Coaches	• On Being a Coach/Mentor (8 items, scored 1-5, α = .91) • Collaboration with Principal Preparation Program (12 items, scored 1-5, α = .93) • About My Mentee (9 items, scored 1-5, α = .91) • Overall Satisfaction (3 items, scored 1-7, α = .39)	• What do you believe are the greatest challenges to sustaining the collaboration between LEAs and the principal preparation program? • In what ways might the partnership between the principal preparation program and the participating LEAs be strengthened? • Please describe how the coaching/district mentoring component of the principal preparation program could be improved for future cohorts.
TPP Program Participants	• Program Cohort (4 items, scored 1-5, α = .97) • University Coursework (8 items, scored 1-5, α = .95) • Mentoring Principal Supports (9 items, scored 1-5, α = .95) • Coaching Supports (5 items, scored 1-5, α = .92) • Lead Organizational Learning (4 items, scored 1-5, α = .95) • Develop School Mission and Vision (7 items, scored 1-5, α = .91) • Serve as an Instructional Leader (8 items, scored 1-5, α = .95) • Manage School Operations (7 items, scored 1-5, α = .82) • Commitment to the Principalship (4 items, scored 1-4, α = .49)	• Overall, what do you think the program does best to prepare you to become an effective principal? • Overall, what do you think the program could do to improve its ability to prepare effective principals?

When the average for all item scores on each individual survey scale was derived, all scale averages were high, indicating an overall positive perception of the varied program aspects among all population groups – LEA representatives, principal mentors, executive coaches, and program participants. Moreover, this is true across all TPP programs. **Table 11** provides the average scale scores on the four surveys organized by TPP Provider agency. The difference between the average high score and the next highest score(s) on the scales is often less than a tenth of a point (< 0.1). Generally speaking, all except one of the scale averages reflect an attitudinal disposition somewhere between 'Agree' and 'Strongly Agree' (or 'Confident' and 'Very Confident'). The one exception is for the Collaboration scale on the LEA representatives survey for Western Carolina University's *North Carolina School Executive Leadership Program (NCSELP)*.

TABLE 11. AVERAGES ON SURVEY SCALES BY TPP PROVIDER AGENCY						
Survey Scales	**HPU**	**SREC**	**UNCG**	**WCU**	**DPLA**	**NCLA**
LEA Representatives						
Number of respondents	7	6	10	5	< 5	
Collaboration	4.97	4.33	4.52	3.88		
Program Quality	4.93	4.36	4.35	4.55		
Program Features	4.80	4.53	4.32	4.08		
Principal Mentors						
Number of respondents	19	14	12	5	5	9
Collaborating with Program Leaders	4.50	4.42	4.34	4.36	4.22	4.52
On Being a Mentor	4.67	4.58	4.55	4.56	4.69	4.69
About My Mentee	4.55	4.41	4.52	4.33	4.06	4.42
Overall Satisfaction*	6.98	6.62	6.78	6.53	6.58	6.70
Executive Coaches						
Number of respondents	9 (< 5 for each agency)				16	
On Being a Coach/Mentor	4.79				4.82	
Collaboration with TPP Program	4.42				4.53	
About My Mentee	4.32				4.61	
Overall Satisfaction*	6.56				6.58	
TPP Participants						
Number of Respondents	29	24	18	7	14	29
Program Cohort	4.84	4.85	4.39	4.00	4.71	4.89
University Coursework	4.60	4.75	4.40	4.45	4.35	4.90
Mentoring Principal Supports	4.52	4.71	4.29	4.25	4.21	4.54
Coaching Supports	4.82	4.87	4.62	4.30	4.60	4.87
Lead Organizational Learning	4.54	4.59	4.18	4.54	4.43	4.58
Develop Mission/Vision	4.67	4.68	4.29	4.61	4.30	4.70
Serve as Instructional Leader	4.46	4.67	4.32	4.63	4.49	4.59
Manage School Ops	4.35	4.38	4.20	4.23	4.11	4.44
Commitment to the Principalship*	3.41	3.37	3.46	3.36	3.16	3.39

*   *Note: All survey scales except for those noted with an asterisk (*) are scored along a 1-5 continuum, with 5 representing the most positive perception towards the program. The Overall Satisfaction scales on the Principal Mentor and Executive Coach surveys were scored along a 1-7 continuum, and the Commitment to the Principalship scale on the TPP Participant survey was scored along a 1-4 continuum.*

When scores on the Likert items were added together for all items on each survey, a total score could be produced for each respondent to the survey. This total score was subjected to a one-way Analysis of Variance (ANOVA) to determine whether there were statistically significant differences between the means of two or more TPP Provider agencies from the perspective of the four population groups. Only one significant difference was detected.

The ANOVA results were significant for the LEA representatives survey results only, $F(4, 26) = 4.27$, $p < .01$. The strength of the relationship between TPP Provider agency and the overall total survey score, as assessed by η^2, was large with institution accounting for about 40% of the variance in overall total score. Because the overall F test was significant for the LEA representatives' survey, follow-up tests were conducted to evaluate pairwise differences among the means. Because the variances were not assumed to be homogeneous, Dunnett's C test was employed. This test does not assume equal variances among the TPP Provider agencies and controls for Type I error across pairwise comparisons. A significant difference was demonstrated between *High Point University's Leadership Academy* and *UNCG's Principal Preparation for Excellence and Equity in Rural Schools* as it relates to LEA representatives' survey responses. Moreover, the pairwise confidence interval does contain zero, indicating that the difference in means between these pairs is equal to zero (see Technical Report **Appendix CC** for the full report).

When the open-ended questions on the four surveys were analyzed, themes that were common to multiple respondents were identified as bulleted here for each survey.

<div align="center">

LEA Representatives Survey
</div>

Q. How, in your view, has the district shaped the program's emphases and design?

Twenty-four (24) individuals responded to this open-ended question. A number of common themes across these responses included:

- Comments about collaboration in general through meetings, other communications, and providing feedback to the program leaders,

- Comments about how the school district was able to advise the program leaders on programmatic aspects that would align with school and/or district needs,

- Comments pertaining to fiscal supports that the district provided to the participants, and

- Comments about recruiting strong program participants as well as principal mentors.

Q. What are the biggest benefits of the collaboration?

Twenty-six (26) individuals responded to this question. Themes that were repeated among the respondents include:

- Consistent with the question above, a number of comments were made indicating benefits of the program included being able to align the program with school and/or district needs,

- Comments were made about the benefits of collaboration generally and the ability to engage in continuous improvement efforts,

- Comments were made about the benefits of being able to recruit high quality individuals for the program and to develop local leaders for future needs (e.g., 'grow-your-own'), and

- Comments were made about the benefits of having access to resources such as the university provides and/or which were otherwise provided through the TPP program, including the benefits of the participants being able to gain exposure to varied situations.

<div align="center">

Principal Mentors Survey
</div>

There was one open-ended question following the four scales.

Q. Please describe how the mentoring program could be improved for future mentors and mentees.

Twenty-nine (29) of the respondents commented on this question with 12 of them indicating they had 'nothing' to suggest or being complimentary about the program. Some example compliments include:

- *I am very proud to have been a part of this experience.*

- *Excellent program at* [redacted] *with significant support for all involved.*

- *Good program; open lines of communication and support when needed.*

- *I am very pleased with the program.*

- *I would love to serve in this program again. The experience was phenomenal for the intern and for me as well.*

- *This is a phenomenal mentoring program that offers support and guidance to aspiring principals.*

- *This program is an excellent example of what leadership training should be.…I wish all new school leaders could have the same experience afforded my mentee.*

- *This was a great program. The ability to have the mentee with us full time for an extended period of time was instrumental in the success of the program.*

All TPP Provider agencies received at least one of these comments.

Among the remaining 17 individuals with suggestions for improvement(s), one theme that received the most comments was that the interns were out of the building too much, either for reason of attending class or visiting other schools. Regarding visiting other schools, a couple of individuals felt this was particularly disruptive when it occurred in the midst of the school year. Other themes that more than one individual mentioned include lengthening the internship to a full year (e.g., *Let them start at the beginning of the school year and end at the end of the school year. It is very important that they see the beginning of the year*), and increasing dialogue between TPP leaders and principal mentors (e.g., *Schedule one or more meetings with mentor principals per semester*). One respondent commented that it would be helpful to provide mentees an opportunity to experience more information about the various budgetary processes at a school, in keeping with a theme the mentee participants expressed in response to their survey. It is interesting to note that two individuals made comparisons to the Principal Fellows program, but had different opinions:

- *This program prepared the student much better than the Principal Fellows program.*

- *In comparison, the Principal Fellows program offers a better real-world internship for mentees in terms of preparation* [expressed in consideration of how often the intern was out of the building].

Executive Coaches Survey

Q. What do you believe are the greatest challenges to sustaining the collaboration between LEAs and the principal preparation program?

Twenty-two (22) of the respondents commented on this question. One theme that was most prominent in the comments is that they perceived a conflict between demands of the TPP program such as attending class, on the one hand, and expectations that LEA and school staff had for the mentees in their role/responsibilities at the school, on the other hand. Examples of such comments include:

- *LEAs are not hearing the expectation that fellows will be out of their buildings frequently. They are increasingly hiring them as APs or treating them as such.*

- *The principal residents are away from their school settings far too frequently. This puts a strain on them and their supervising principal. When the resident returns to the school after a day away for class responsibilities, they are at least a day behind, basically serving as an 80% administrator.*

- *Competition between course work and being in school.*

- *The challenge of balancing time in school and the class work.*

- *Amount of time mentees are out of the building.*

Others made comments that spoke of general challenges with balancing time demands between TPP coursework and school responsibilities that are likely in keeping with this theme.

Another theme that a number of the Coaches commented on was the challenge of placing the mentees with high quality mentor principals. Example comments include:

- *Not every master principal is a strong mentor.*

- *The quality of some of the principals where placement occurs.*
- *There is a shortage of highly qualified applicants and there is a shortage of highly qualified mentor principals.*
- *Pairing program participants with strong principal mentors.*
- *Funding strong mentors[22]*

Additionally, a few of the Coaches commented on the challenge of providing continuing support to the TPP participants after they complete the TPP Program.

Q. In what ways might the partnership between the principal preparation program and the participating LEAs be strengthened?

Twenty-two (22) individuals responded to this question. Similar to the earlier question, one common theme addressed reducing the conflict between TPP program requirements and responsibilities at the school. One such comment was to, *Complete all coursework prior to the internship* and another comment was, *Mentor principals not expecting 100% of time at school site.* Also similar to the earlier question, a theme was to improve the selection and/or subsequent preparation of the principal mentors. One respondent for instance noted, *LEA principals need to be at least proficient, if not exemplary*. A new theme identified in the coaches' response to this question was to increase TPP program communications and training with LEA staff, including more contact that the coaches could have with LEA district and school staff.

Q. Please describe how the coaching/district mentoring component of the principal preparation program could be improved for future cohorts.

Twenty-one (21) of the respondents commented on this question. The quality of the principal mentors was repeated as a theme in response to this question, and one theme not seen in the earlier two questions addressed increased training and/or support for the coaches. Example comments include:

- *Ongoing staff development on mentoring.*
- *Sharing of best practices and other resources needs to happen at [periodic] meetings.*
- *Possibly a few more training sessions for new coaches along the year.*
- *A debriefing session with coaches to highlight what worked well and what areas need improving.*

Program Participants Survey

Q. Overall, what do you think the program does best to prepare you to become an effective principal?

One hundred three (103) of the respondents commented on this question. One theme that was most prominent in the comments is that they perceived their residency to be an especially important part of their preparation to be principals. Other themes that received frequent mention included how the coursework was relevant to practical experiences in the schools, the value of support they received from their principal mentors, coaches and faculty, the authenticity of their experiences, the focus on developing self-awareness, and the value of relationships they developed including in their cohort groups.

Q. Overall, what do you think the program could do to improve its ability to prepare effective principals?

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[22] The respondent wrote "Funding" but may have meant to write "Finding."

Ninety-nine (99) of the respondents commented on this question, although 15 of these comments were "Nothing" or a variation of this. One theme that received 18 comments addressed different or additional coursework that the individuals desired, with instruction on budgeting being most frequently mentioned. Also mentioned was instruction on human resources, law, and exceptional children.

Eleven (11) individuals commented that the program and/or the residency could be lengthened. Individuals who commented about lengthening the program appear to have been involved in 1-year programs, while individuals who commented about lengthening the residency appear to have been involved in 5-month residencies.

Eight (8) individuals offered comments about the quality of the mentor principals…either about their own experience or what they had heard about from others. Example comments are:

- *Be mindful of the mentor principal's experience and ability to help develop the capacity for leadership.*

- *The program could screen and rate potential host principals in order to determine if they are a good learning example.*

- *They need to select better qualified mentor principals. Not all principals share the* [redacted] *vision and goals.*

- *I do not believe the administrator I was paired with was fully equipped to grow/push me as a leader.*

Other comments that also pertained to the mentor principals indicated that expectations with and for the participant could be clarified. Example comments are:

- *I think the program can work more with the internship principal so that both parties understand how to set goals, devise a plan, implement the plan, and assess its effectiveness.*

- *…making sure that the school districts and principals have a true understanding of the expectation for the internship beyond handling discipline.*

- *Ensure mentor principals are fully aware of program and its requirements*

Six (6) individuals indicated they would like to have had experiences in more varied school settings such as *"We could visit successful high needs schools;" "Visit schools and principals across the district;"* and *"Embedding an additional experience midway through the internship (perhaps for 3-4 weeks) at a level that is different from the full-time assignment would be beneficial."*

Another 6 individuals indicated that providing more individualized feedback to the participants would be helpful with such feedback being *immediate*, *prompt*, or *more timely*.

Two individuals described conflicts between expectations for them as an intern working in a school, on the one hand, and expectations for them as a student taking university coursework, on the other hand.

- *It would also be helpful that when we were in our full-time internship that we did not have to be out of the building 1-2 days every week.*

- *Acknowledge the differences between residents that have to do the job of assistant principal and residents that are able to be just residents. There is a major difference in the work load and expectations at the residency level, but the same level of expectations is used at the college/coursework level. Also, if a county is going to be able to place a resident in a position without hiring them, I feel that there should be additional guidelines to outline this process.*

The concerns expressed by these two individuals are similar to concerns that the executive coaches expressed on their survey, bearing on how the school district views the interns—whether as an actual assistant principal at the

school with all the associated responsibilities or as an intern without the level of responsibility that an assistant principal would have.

Also, a number of individuals commented on reducing the redundancy they saw in program elements such as overlap among classes, workshops that were redundant, and seminars that addressed the same topic.

See the Technical Report **Appendices Y through BB** for full reports on these four surveys.

D. Program Mid-Year Reports

Each of the Provider agencies was asked to complete a mid-year report on activities and accomplishments undertaken with State funds during the reporting period of July 1, 2017 through December 31, 2017. Individualized mid-year report forms were sent to all programs in December 2017. All completed program reports were received by February 24, 2018. Provider agencies were asked to provide information regarding updates to funds expended, program goals and expectations, program participant progress toward degrees/licensure, program feedback received, self-initiated evaluation activities, program challenges and successes, and future plans. A summary of the information reported by the Provider agencies in the mid-year reports is provided in Technical Report **Appendix A**. This information was then updated in the program annual reports described in the following section.

E. Program Annual Reports

As of June 2018, 118 (98.3%) of the original 120 TPP program participants were reported to have completed or to be on track for completing their program requirements, as shown in **Table 12**. *UNCG's Principal Preparation for Excellence and Equity in Rural Schools (PPEERS)* and *NCSU's North Carolina Leadership Academy (NCLA)* program each lost one participant.

TABLE 12. COMPLETERS BY PROGRAM							
Cohort	**TPP Program**						**Totals**
	DPLA	**HPU**	**NCLA**	**WCU**	**UNCG**	**SREC**	
Cohort I	14	15	19	10	19	12	89
Cohort II	N/A	15	N/A	N/A	N/A	14	29
Totals	**14**	**30**	**19**	**10**	**19**	**26**	**118**

In order to address NC Session Law 2015-241, Section 11.9.f (Item 2d) and 11.9.h (Item 2a), programs were to implement "*rigorous coursework that effectively links theory with practice through the use of field experiences and problem-based learning*" that prepares participants to "*1) Provide instructional leadership, such as developing teachers' instructional practices and analyzing classroom and school-wide data to support teachers; 2) Manage talent, such as developing a high-performing team; 3) Build a positive school culture, such as building a strong school culture focused on high academic achievement for all students, including gifted and talented students, students with disabilities, and English learners, maintaining active engagement with family and community members, and ensuring student safety; and 4) Develop organizational practices, such as aligning staff, budget, and time to the instructional priorities of the school*" in order to meet the complex demands of school leadership particularly in high needs communities and schools. **Table 13** below presents a summary of the current number of credit hours completed by program participants as of June 2018.

Several of the TPP programs have a conceptual framework for the course sequence, teaching strategies, learning activities, and assessments included in the program. The TPP programs' courses, specialized trainings, and

clinical internships provide multiple opportunities for program participants to practice leading, facilitating, and making decisions typical of those made by educational leaders. The courses and specialized trainings also incorporate project-based learning methods, authentic learning experiences, and fieldwork. In several of the programs, participants reflect on what they learned during field experiences by creating digital artifacts or presenting the information to faculty or executive coaches. The programs also provide multiple opportunities for participants to learn from exposure to diverse settings and varied situations.

TABLE 13. PROGRESS OF PROGRAM PARTICIPANTS TOWARD A DEGREE/LICENSE: JUNE 2018		
Completed Credit Hours	**Number of Program Participants**	**TPP Program**
22-24	6 (PMC only)	WCU
	14 (Cohort II)	SREC
25-27	11 (Cohort I)	SREC
28-30	1 (Cohort I)	SREC
31-33	--	--
34-36	14	DPLA
	15 (Cohort I) 15 (Cohort II)	HPU
	19	NCLA
	4	WCU
37-39	--	--
>39	19	UNCG
Licensed as Principals	15 (Cohort I) 15 (Cohort II)	HPU
	19	UNCG
	12 (Cohort I) 14 (Cohort II)	SREC
Awarded P.M.C.	6 (PMC only)	WCU
Awarded M.S.A.	14	DPLA
	19	NCLA
	4	WCU
	19	UNCG
	3	SREC
Awarded M.Ed.	15 (Cohort I) 15 (Cohort II)	HPU

In order to address NC Session Law 2015-241, Section 11.9.f (Item 2e), programs are to implement *"full-time clinical practice of at least five months in duration in an authentic setting, including substantial leadership responsibilities where candidates are evaluated on leadership skills and effect on student outcomes as part of program completion."* All of the programs conducted a full-time internship with supervision by both university and field-based supervisors for at least 5 months, and in some cases, one academic year. In addition, programs must address Section 11.9.f (Item 2h) by *"evaluation of school leader candidates during and at the end of the clinical practice based on the North Carolina School Executive Evaluation Rubric"*. All programs are conducting multiple evaluations of program participants' leadership skills, both formative and summative, during participants' full-time internships.

To address NC Session Law 2015-241, Section 11.9.f (Item 2f), programs must provide *"multiple opportunities for school leader candidates to be observed and coached by program faculty and staff."* The TPP programs' clinical internships include planned, developmentally sequenced, standards-based supervision of interns who are provided with expert coaching and mentoring support. The programs' principal mentors and coaches are also

provided specific and ongoing training and support. All Provider agencies appear to be working closely with LEA partners to ensure high-quality mentors. Five of the six program models include a site-based principal mentor, faculty internship supervision, and additional leadership coaching independent of the host school district while the sixth model includes a separate district mentor in addition to the site-based principal mentor. All of the programs have implemented rigorous criteria in their selection of mentors and leadership coaches. The number of coaching contacts for the average participant in each program during the clinical practice internship period was reported to be 2-3 contacts per week for the *NCSU's Durham Principal Leadership Academy (DPLA) and North Carolina Leadership Academy (NCLA)*, *High Point University's Leadership Academy (HPULA)*, and *SREC's Sandhills Leadership Program (SLP)*. *WCU's North Carolina School Executive Leadership Program (NCSELP)* program reported 1 contact per week, while *UNCG's Principal Preparation for Excellence and Equity in Rural Schools (PPEERS)* program reported 1-3 contacts per month.

To address NC Session Law 2015-241, Section 11.9.f (Item 2g), authentic partnerships between LEAs and preparation programs are to provide *"clear expectations for and firm commitment from school leaders who will oversee the clinical practice of candidates."* The TPP programs consistently engage practitioners in program planning, development, content, fieldwork, and quality internships. The programs conduct planned frequent and ongoing formal and informal meetings with LEA partners and actively seek feedback on recruiting and selecting program participants, strengthening program focus and content, and program graduates. The majority of the programs have formal Memoranda of Understanding (MOUs) with partner LEAs that include detailed descriptions of responsibilities and expectations for partnerships, designated contacts for program involvement, and expectations for continuous communication. **Table 14** below provides responses from the Program Directors summarizing the partnerships between LEAs and the programs. **Table 14** was initially reported in the first annual report to NCSEAA.

TABLE 14. LEA AND PROGRAM PARTNERSHIPS	
TPP Program	**Partnership Description**
NCSU's Durham Principal Leadership Academy	We worked with the district superintendent, central office staff, existing principals, and NC State MSA graduates who are currently in leadership positions to identify and endorse high quality individuals (excellent teachers with strong leadership potential). We are in the process of working with our partner superintendents and their leadership teams to identify ideal residency placements based on the individual learning needs of our Fellows. Before we submitted our grant proposal, in partnership with the districts, we identified potential, high-quality mentors.
NCSU's North Carolina Leadership Academy	
HPU's Leadership Academy	For recruitment, we worked directly with superintendents and their designees. The application process was opened in the districts; districts used a jointly developed rubric and their own interview and selection process. Districts were asked to nominate applicants at a 2:1 ratio for the spots they had. Districts conducted their interview and selection processes using a final rubric developed by our Advisory and Leadership Teams. District personnel then participated in our interview day.

TPP Program	Partnership Description
WCU's North Carolina School Executive Leadership Program	WCU has worked closely with WRESA and regional superintendents in 2016-17 to identify potential leaders working within regional school districts for 2017-18. Superintendents have approved the use of a Candidate Evaluation Rubric, to be completed by superintendents or their designee, as part of the application process. This assessment instrument includes behavioral "competencies that are predictive of success as a school leader". Our increased communication with superintendents through: (1) monthly attendance at regional superintendent's council, and (2) identification of and communication with district-level internship mentors and liaisons has activated superintendents who are increasingly sending potential leaders our way.
UNCG's Principal Preparation for Excellence and Equity in Rural Schools	Some of our current students and graduates helped with our Interview Evening. Also, a number of our graduates serve in the districts from which we recruited. Indeed, several of our District Point Persons are graduates of our programs. Districts were heavily involved in recruiting and selecting program participants. All partner LEA superintendents have endorsed the program and shown their endorsement in various ways. Some have attended all PPEERS partner events, some have participated on their district's selection panel, and some have helped to recruit applicants directly. Each of our partner districts has a District Point Person who is charged with serving as the liaison between the superintendent and program personnel, updating and informing the superintendent and also collecting input and feedback regarding the program. Our district partners have selected Mentor Principals and our participants have been in contact with their Mentor Principals. Although we have no formal requirements to do so at this point in their program, a number of our participants have already met with their Mentor Principals and have even taken part in planning for the next school year (e.g., goals, master scheduling, etc.). The second major success of PPEERS is the cultivation of a strong partnership amongst the 11 LEAs, UNCG, and the Southern Regional Education Board (SREB). The District Point Persons have been invaluable in providing input and feedback, generating ideas, liaising with other personnel in the LEA (e.g., human relations, superintendents), and making sure that things get done (e.g., forms completed, contracts signed, etc.). SREB has provided outstanding leadership and resources and has done a stellar job securing three outstanding Leadership Coaches.
SREC's Leadership Program	All 11 partner LEAs provided input on recruitment materials and disseminated those materials throughout their districts. Each partner LEA asked leaders throughout the district to identify and "tap" promising teacher leaders in their schools.

Table 15 presents information on the source LEAs for enrolled participants in each program.

TABLE 15. SOURCE LEAS FOR ENROLLED PARTICIPANTS			
Program	**Total # Participants Enrolled**	**Source LEA**	**# Candidates**
HPU	Cohort I: 15 Cohort II: 15	Cabarrus County Schools	3
		Elkin City Schools	1
		Guilford County Schools	13
		Mt. Airy City Schools	1
		Newton-Conover Schools	1
		Rutherford County Schools	1
		Vance County Schools	3
		Winston-Salem Forsyth County Schools	4
		Yadkin County Schools	3
NCSU DPLA	14	Durham Public Schools	13
		Wake County Public School System	1

Program	Total # Participants Enrolled	Source LEA	# Candidates
NCSU NCLA	20	Duplin County Schools	2
		Edgecombe County Schools	6
		Franklin County Schools	3
		Greene County Schools	2
		Lenoir County Schools	5
		Wilson County Schools	2
SREC	Cohort I: 12 Cohort II: 14	Anson County Schools	5
		Bladen County Schools	3
		Columbus County Schools	2
		Cumberland County Schools	2
		Hoke County Schools	2
		Lee County Schools	1
		Montgomery County Schools	1
		Moore County Schools	3
		Richmond County Schools	3
		Robeson County Schools	2
		Scotland County Schools	2
UNCG	20	Caswell County Schools	1
		Chatham County Schools	2
		Davidson County Schools	2
		Lee County Schools	1
		Lexington City Schools	2
		Person County Schools	2
		Montgomery County Schools	1
		Stanly County Schools	2
		Randolph County Schools	2
		Rockingham County Schools	2
		Surry County Schools	3
WCU	10	Asheville City Schools	1
		Buncombe County Schools	3
		Caldwell County Schools	1
		Cherokee County Schools	1
		Henderson County Schools	1
		Jackson County Schools	2
		Swain County Schools	1

To address NC Session Law 2015-241, Section 11.9.f (Item 2i), programs should include *"a process for continuous review and program improvement based on feedback from partnering local school administrative units and data from program completers, including student achievement data"*. In addressing Section 11.9f (Item 2j), programs should establish relationship and feedback loops *"...with affiliated local school administrative units that is used to inform and improve programmatic elements from year to year based on units' needs"*. The TPP programs used multiple formal and informal data from multiple sources (participants, coaches, mentors) to identify and implement program improvements. The programs' principal mentors and coaches also provided regular feedback regarding training and support received. Further, the programs conducted planned frequent and ongoing formal and informal meetings with LEA partners and actively sought feedback on strengthening program focus and content. **Table 16** describes evaluation activities for continuous improvement reported by the TPP

Provider agencies as well as feedback that resulted in planned changes to programs.

TABLE 16. 2017-18 EVALUATION ACTIVITIES, FEEDBACK AND RESULTANT CHANGES		
TPP Program	**Evaluation Activities**	**Feedback and Resultant Changes**
NCSU's Durham Principal Leadership Academy	Fellows engage in self-assessing and reflection based on NC Standards for School Executives in Year 1 and receive feedback from their executive coach, cohort director, instructors, and mentor principal in Year 2. The program has gathered feedback from program partners/LEAs by increased collaboration in district principal residency placement. The program has also established relationships with a new group of mentor principals, training them on residency expectations and tweaking schedules and course of study to both Durham and urban context. Program staff met with the mentor principals and solicited program improvement feedback.	Rubrics utilized to assess potential fellows' responses during a specific role-play on Candidate Assessment Day were revised so the candidate can demonstrate "coachability" as well as having a growth mindset. We continue to work with the Wallace Foundation as we explore possible improvements in our program.
NCSU's North Carolina Leadership Academy	Fellows engage in self-assessing and reflection based on the NC Standards for School Executives in Year 1 and receive feedback from their executive coach, cohort director, instructors, and mentor principal in Year 2. On an individual basis, program staff is providing customized personal feedback. The program has gathered feedback from program partners/LEAs by increased collaboration in district principal residency placement. The NCLA Cohort Director meets with principal mentors and superintendents and solicits just-in-time feedback on the performance of Fellows.	The program's increased collaboration in principal residency placements resulted in changes in placements and changes in the approach to placement in the future. The program also improved the communication lines to gain better access to superintendents.
HPU's Leadership Academy	We conducted a plus delta with our candidates after orientations, first face-to-face class, and affiliate activities for both cohorts. The program has course evaluations from all courses, as well as evaluation results from the grant evaluator. The Program Director talked with each candidate by phone or in-person to gather feedback; their executive coaches gather feedback on a regular basis, which is discussed and used to adjust the program. The Program Director collected information on scheduling of courses and other content from Cohort I. She also talked with instructors to seek feedback on course content and performance and needs of students. Lastly, the program conducts evaluations of all other activities (BB&T, CCL, Ropes, Stem Leadership, Restorative Justice, etc.). The program discusses concerns, makes plans, and revises operations during Advisory Board/Principal Leadership meetings. The Program Director meets individually with executive coaches, students, and affiliates. She communicates with district partners on an individual basis as well.	For 2018-19, recruitment and selection processes were tightened to be more consistent across districts and to include "tapping." Feedback from both cohorts indicated a need to adjust the program to a longer length. The program was extended to 1½ years and one experiential learning activity has been moved in the schedule. Included in the district MOU is the expectation/requirement that candidates will participate in district school leadership meetings and professional development. Students will have two full days training in interventions and two full days in Restorative Practice. Executive coaches and internship supervisors will ensure there is follow-up observation and discussion in the area of discipline in order to provide additional job-embedded support.

TPP Program	Evaluation Activities	Feedback and Resultant Changes
WCU's North Carolina School Executive Leadership Program	The NCSELP program gathers feedback from: (1) monthly Western Region Superintendent's Council meetings, (2) yearly Educational Leadership Advisory Council meetings, (3) semester Internship Network Learning Community meetings, (4) yearly LEA mentor trainings, and (5) student evaluations. The program also participates in a yearly "Assessment Day" process within the College, in which program and student learning outcomes are assessed. These assessments are tied to the SACSCOC accreditation process. We will also hold two program-evaluation and improvement retreats this summer (2018). A variety of data sources are accessed for decision-making.	The program's TPP grant budget/ proposal for year three includes three primary changes: (1) a TPP Scholar recruitment and selection process that requires increased communication and engagement from LEA partners, (2) increased attention to curriculum and learning opportunities related to leadership for equity/social justice, and (3) increased attention to deliberate intern and mentor coaching including a collaborative coaching model that focuses upon interpersonal communication and leadership dispositions.
SREC's Leadership Program	The Executive Director meets monthly with job-alike groups from across the region. Updates are communicated and feedback is requested at each meeting for Superintendents' Council, HR Directors, Curriculum/ Instruction/ PD Leaders, Finance Directors, and Technology Leaders. Information from each meeting is shared with Superintendents and with SLP staff. Adjustments in program content are made based on the feedback and Superintendents' recommendations and decisions. Cohort I was surveyed regarding program content and their recommendations were used when planning for Cohort II. Cohort I recommended continued use of the Big Pine facility for a session on trust and collaboration, additional training for mentor principals, continued use of NCASBO for finance training, continued and enhanced use of "reflection" during each week's debrief, and continued and enhanced use of 'hot seat scenarios' as authentic, practical activities used during Synergy Sessions with individuals or teams as difficult problems/ conversations to solve. Evaluation and reflections from Cohort II confirm the desire to continue trust and leadership training through the Big Pine experience and also recommended that the Switch Experience be extended from 3 to 4 weeks in order to maximize learning in the new environment.	LEAs have expressed confidence in the SREC Leadership: PDP program by approving 3 Cohort III members and 1 Cohort I candidate as provisional APs with the understanding that we will coach, guide, and develop them. We will personalize content for them as they progress through the program. We are developing recruitment materials and social media to improve program marketing and extend public information. We will improve mentor selection and training through work with Superintendents and LEA contacts to help them understand the need to place each intern with a qualified Principal Mentor. In addition, Mentor Principals will participate in training scheduled at least twice during each 5-month internship period in addition to an orientation session. With regard to finance, the Executive Director and Finance Director are determining ways to gather and expedite information in order to meet program expectations more efficiently.

TPP Program	Evaluation Activities	Feedback and Resultant Changes
UNCG's Principal Preparation for Excellence and Equity in Rural Schools	The Office of Assessment, Evaluation, and Research Services (OAERS) has provided three benchmark reports across the duration of the program (July 2017, December 2017, and June 2018). Additionally, the PPEERS team has collected baseline student performance data from the Interview Evening and Performance Learning Days, which we used to inform instruction and monitor student performance and growth over the duration of the program. We have collected perceptual data about each element of the program thus far: • Surveyed PPEERS participants about their coursework • Surveyed PPEERS participants about their Leadership Coaches, Mentor Principals, and Clinical Internship Supervisors • Surveyed PPEERS interns, scorers, actors, and ambassadors about Performance Learning Day and collected informal data from the April Performance Learning Day • On June 25, we will administer the UCEA INSPIRE survey to program completers.	The data we have collected thus far suggest that stakeholders are quite happy with the program in terms of its quality, rigor, and relevance and also with communication and program administration. We have made the following changes to our recruitment process for PPEERS II: • Our partnership has increased emphasis on "tapping" teacher leaders who demonstrate strong potential to be highly effective school leaders, and we committed to increasing our efforts to intentionally tap and recruit educators of color. • While each district has again provided an information/ recruitment session within the district, for PPEERS II our current interns helped with these sessions and provided testimonials. • UNCG provided two additional informational sessions. Regarding selection, we have made the following changes: • For Stage 1 (district level screening), the three required Letters of Reference are confidential for PPEERS II, and applicants sign a statement acknowledging they will not have access. Additionally, the letters included a Likert-scale type checklist of characteristics associated with research on effective school leaders and demonstrated by our strongest interns. • For Stage 2, applicants selected by their districts to proceed further with the selection process will participate in an Interview Day. On these days, district partners, UNCG faculty, and leadership coaches will serve as assessors as applicants engage in performance tasks. We have also tweaked the performance activities to assess better for coachability, collaboration orientation/skills, and social-emotional skills. • After completion of the Interview Days, UNCG leadership and district partners will consensually make final decisions regarding whom to select. Regarding curriculum, we are making the following changes: • In July 2018, we will hold two curriculum workshop days during which we will review the PPEERS curriculum to: 1) identify areas of strength, 2) increase coherence across the program and integration of all program components (e.g., Saturday seminars with coursework); 3) revise requirements for the e-portfolio; 4) address any areas of weakness or gaps (e.g., shift from providing 4 law seminars to including a full school law course). UNCG faculty, SREB, district partner representatives,

		a leadership coach, and several PPEERS I completers will participate in this curriculum review/revision process. The process will utilize an Appreciative Inquiry and Design-Based Research approach. • We are distributing our 12 credits of *ELC 690: Internship* coursework over four semesters of the program, as opposed to just two semesters during the full-time internship, in order to embed more fully all coursework and assignments into school-based experiences. During Year 1, participants will continue in their current roles (e.g., classroom teachers, instructional coaches), so ELC 690 coursework during this first year will require participants to enact change leadership and instructional leadership in their current schools. During Year 2, ELC 690 requirements will be enacted within the 10-month, full-time internship.

F. 2016-18 Budgetary Analyses

A total of $8,341,754 was allocated to the five Provider agencies for implementation of the six TPP projects over the 2-year period 2016-17 and 2017-18. Of this amount, $7,885,737.20 (94.5%) was invoiced by the Provider agencies over the two years, including projections for end-of-year expenditures, which in some cases would carry into the 2018-19 year. At the time this report was produced, it is unknown if any of the Provider agencies will revert funds to NCASLD due to not fully expending their projections.

Assuming reversions may be zero dollars or nearly so, **Table 17** indicates how funds were expended by major budget category over the 2-year period, as invoiced by the Provider agencies.[23] **Figure 4** provides a pie chart for expenditures in **Table 17**, showing the largest category of expenditures was 'Other', which typically includes participant salary stipends and tuition expenses. The next largest category was 'Personnel' and 'Fringe' combined.

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[23] While all Provider agencies used the same budget format and major expenditure categories (i.e., 'Personnel Fringe', 'Travel', 'Supplies', 'Contractual', 'Other', and 'Indirect'), the agencies often differed in regards to what category they used to record individual expenses. What amounted to 'Personnel' for one agency could be different for another agency; what amounted to 'Contractual' for one agency could be different for another agency, etc. Also, the 'Other' category was used differently from one agency to another. **Figure 4**, developed from **Table 17** in an effort to compare how the agencies expended their funds from one category to the next, could be misleading due to how the agencies were not all alike in how they recorded expenses by these categories.

TABLE 17. EXPENDITURE OF FUNDS BY PROVIDER AGENCIES: BOTH YEARS							
Category	SREC	HPU	WCU	NCLA	DPLA	UNCG	Totals
2-Year Allocation	$1,607,040.00	$1,781,415.00	$400,561.00	$1,771,725.00	$998,553.00	$1,782,460.00	$8,341,754.00
Sums of Provider Invoices Submitted to NCASLD in Both Years							
Personnel	$606,310.03	$53,532.57	$23,992.65	$392,739.89	$171,169.14	$223,046.55	$1,470,790.83
Fringe	$219,849.63	$9,977.62	$7,057.69	$77,538.85	$28,323.90	$63,145.51	$405,893.20
Travel	$34,457.69	$17,269.21	$29,133.83	$101,643.83	$73,946.53	$17,833.27	$274,284.36
Supplies	$6,157.19	$0.00	$1,838.07	$82,443.04	$96,301.05	$4,353.69	$191,093.04
Contractual	$269,410.32	$1,051,793.81	$23,858.71	$203,954.17	$150,745.69	$58,898.32	$1,758,661.02
Other	$252,344.28	$377,988.66	$283,521.38	$734,591.93	$400,071.21	$1,348,257.72	$3,396,775.18
Indirect	$70,496.84	$33,827.55	$29,451.62	$127,433.00	$73,644.23	$53,386.33	$388,239.57
Total Invoiced	$1,459,025.98	$1,544,389.42	$398,853.95	$1,720,344.71	$994,201.75	$1,768,921.39	$7,885,737.20
% of Allocation Invoiced	90.79%	86.69%	99.57%	97.10%	99.56%	99.24%	94.53%

FIGURE 4. TWO-YEAR EXPENDITURES BY DERIVED FROM INVOICES: ALL PROVIDERS
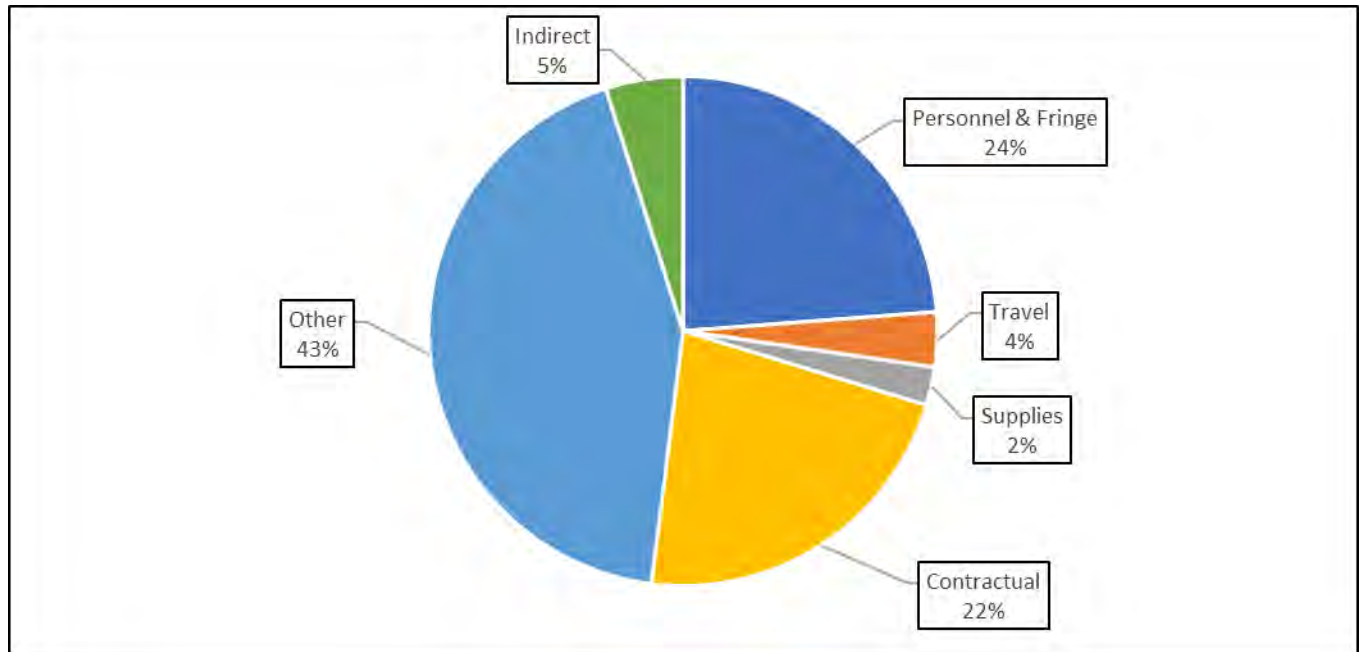
Secondary Budget Analyses

As part of its budgetary analyses, Grant*Prose* also conducted a 'secondary' analysis of the TPP agency invoices. While the Provider invoices made use of a common set of budget categories,[24] how particular expenses that had similar purposes were assigned to the budget categories differed widely among the agencies. In an effort to align like expenses with like expenses—match apples to apples so-to-speak—Grant*Prose* created a number of new expense categories for a secondary analysis, particularly for the purpose of distinguishing expenses charged by the TPP Provider agencies to implement the program (e.g., institutional salaries and fringe benefits, contractual expenses, travel and materials/supplies benefiting institutional staff, etc.) from expenses that most directly supported the participants and/or LEAs (e.g., tuition, salary stipends and associated fringe benefits, books used in coursework, travel directly benefiting the participants, cost of substitutes for LEAs, etc.).

Per this secondary analysis, **Figure 5** indicates the percentage of funds that the combined agencies expended in support of the participants and LEAs contrasted with the percentage of funds the agencies spent in other budget categories for institutional salary and fringe benefits, contractual expenses, institutional indirect charges, travel (for other than the participants), materials/supplies (for other than the participants), and adjustments needed for indeterminate expenses. **Figure 5** shows that almost 2/3rds of TPP funding across all Provider agencies was expended in direct support of the participants and LEAs.

When the percentage of funds expended in support of the participants and LEAs is analyzed separately for each TPP agency, differences among the agencies become apparent. **Figure 6** shows that SREC and HPU each expended almost 75% of their TPP funding providing direct support to the participants and LEAs. NCSU NCLA expended the smallest percentage (54.03%), albeit still greater than 50%.

Figure 7 provides an analysis of stipends paid to the participants during their internship and at other times by each TPP Provider agency, showing that SREC paid out the largest percentage in stipends and NCSU's NCLA paid out the smallest percentage in stipends. Regarding stipends, it is important to point out that TPP funding supported the stipend payments only in part. The Provider agencies also accessed a variety of other funding resources in support of stipend payments, such as LEA contributions and funds provided by the State of North Carolina for full-time MSA program participants.

Lastly, **Figure 8** provides an analysis of tuition payments made by the TPP Providers in support of the participants' university coursework, showing that NCSU NCLA expended the largest percentage of its 2016-18 TPP funding for tuition with UNCG expending the smallest percentage. Regarding tuition payments, NCSU NCLA and SREC both had relatively large tuition payments in their final invoice for the 2016-18 year in support of students in the 2018-20 funding cycle who enrolled for summer 2018 courses.

Please see Technical Report **Appendix DD** for the full report of this secondary analysis, comparing and contrasting these and other budget categories, showing how the Provider agencies allocated their funds during the 2016-18 performance period.

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[24] The categories were Personnel, Fringe Benefits, Travel, Equipment, Material/Supplies, Contractual, Other, and Indirect Cost.

FIGURE 5. TWO-YEAR EXPENDITURE OF FUNDS DERIVED FROM SECONDARY ANALYSIS FOR ALL TPP PROVIDERS: 2016-18
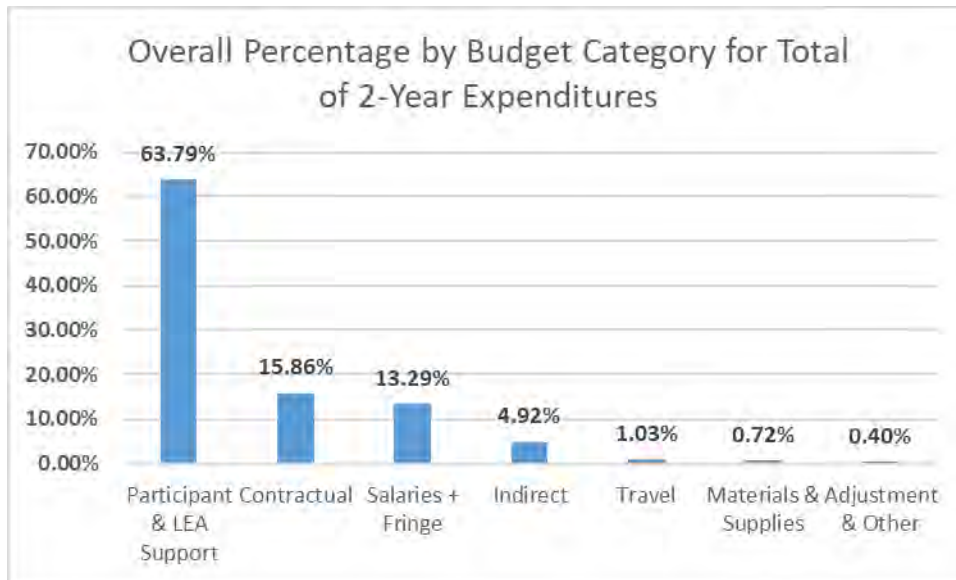
FIGURE 6. PERCENTAGE OF TPP FUNDS EXPENDED FOR PARTICIPANT AND LEA SUPPORT BY TPP PROVIDER: 2016-18
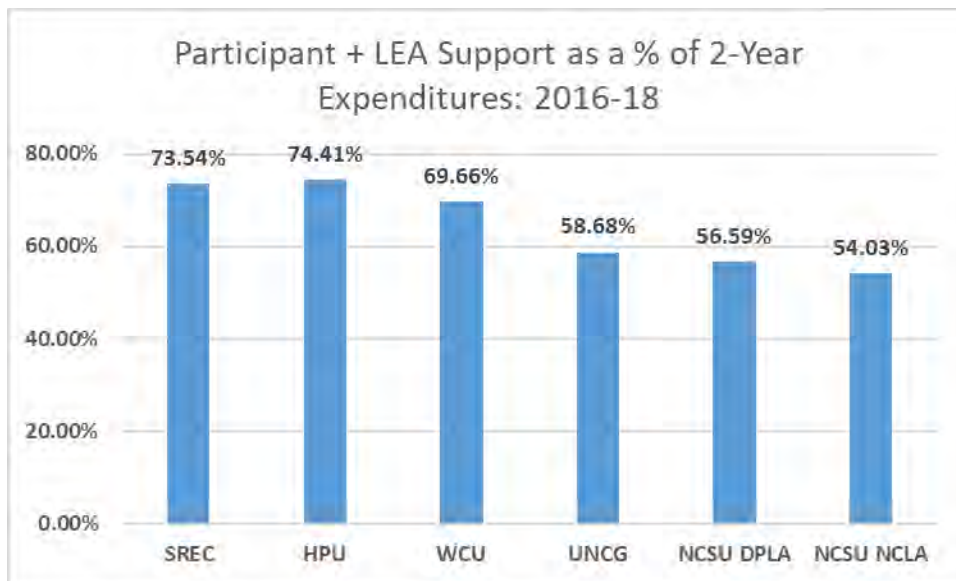
FIGURE 7. PERCENTAGE OF TPP FUNDS EXPENDED FOR PARTICIPANT STIPENDS BY TPP PROVIDER: 2016-18
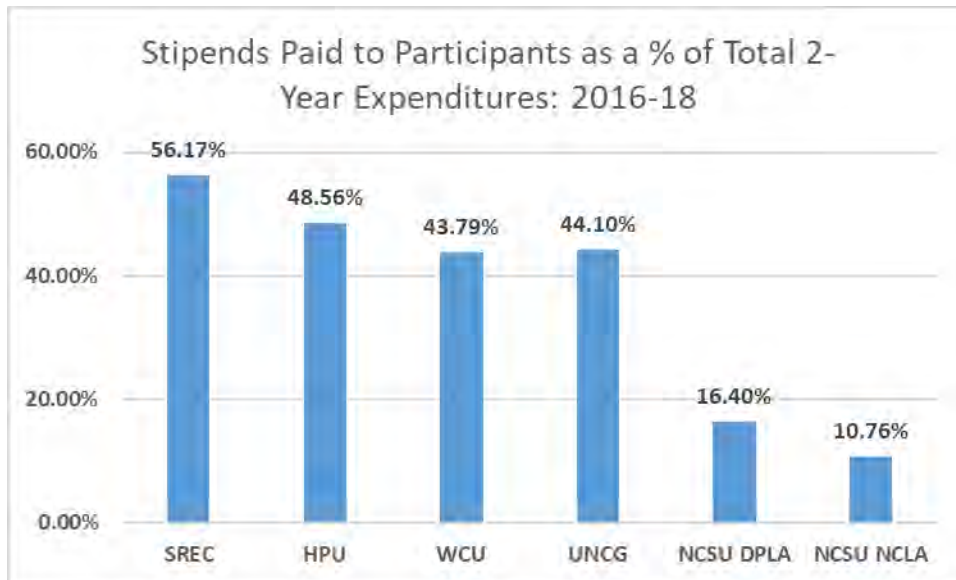
FIGURE 8. PERCENTAGE OF TPP FUNDS EXPENDED FOR PARTICIPANT TUITION BY TPP PROVIDER: 2016-18

G. Developments in the Research Design

During the 2017-18 year, Grant*Prose* initiated a number of investigations that serve to inform the research design Grant*Prose* will make use of in coming years. A brief summary of these investigations follows.

- Determination of High Needs Schools in North Carolina. The authorizing legislation for the Transforming Principal Preparation (TPP) grant program, N.C. Session Law 2015-241 Section 11.9 defines a high needs school as:
  - *A public school, including a charter school, that meets one or more of the following criteria:*
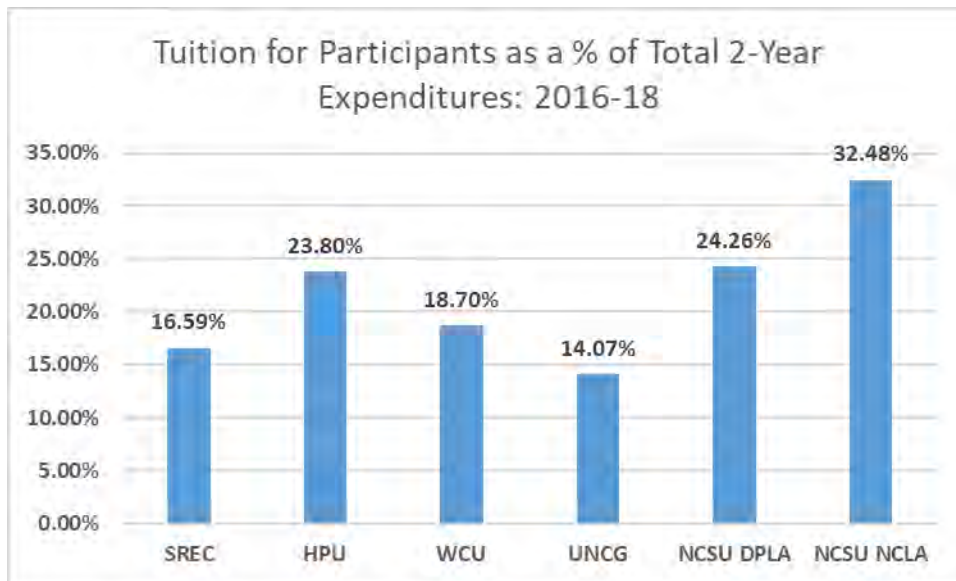   - *Is a school identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.*
    - *Is a persistently low-achieving school, as identified by the Department of Public Instruction for purposes of federal accountability.*
    - *A middle school containing any of grades five through eight that feeds into a high school with less than a sixty percent (60%) four-year cohort graduation rate.*
    - *A high school with less than a sixty percent (60%) four-year cohort graduation rate.*

  Using the most current datasets retrieved from the NC Department of Public Instruction (NCDPI) available during the 2017-18 school year, Grant*Prose* identified 2,692 unique school codes in the state of North Carolina (including Charter schools) and an Access query was developed to combine data from three datasets available at NCDPI: Title 1 schools, low performing schools, and school graduation rates. The combination of data from these three datasets determined that 1,560 (57.9%) of the 2,692 schools met one or more of the criteria for a high needs school. This analysis will need to be repeated annually as new schools open, other schools close, and NCDPI publishes new datasets for each year. Please see Technical Report **Appendix EE** for the full report describing the analyses of high needs schools in North Carolina.

- Literature Review to Identify Best Practices in Creating a Matched Control Group. During 2017-18, Grant*Prose* conducted a review of recent literature to identify best practices in creating matching control groups for use in quasi-experimental research designs. As graduates of the TPP program secure principal and assistant principal positions and serve in these positions over a number of years, it may be possible to identify one or more other schools in the state that have reasonably similar characteristics to the schools where the graduates serve. If a well-constructed set of 'matching' schools can be identified for the 'treatment' schools where TPP graduates are serving, then it may be possible to conduct a quasi-experimental research investigation of what, if any, difference between the treatment and control schools might be seen with regards to student achievement outcomes. Per the Grant*Prose* review of the literature, propensity score matching may offer the best option for constructing a set of matching control schools. See Technical Report **Appendix FF** for the complete report on the literature review.

- Discussions with NC Department of Public Instruction (NCDPI) to Obtain Data on Graduates of All Principal Preparation Programs in the State. A question can be asked of the TPP program whether graduates of the program secure principal and assistant principal positions at a different rate than do graduates of non-TPP principal preparation programs in North Carolina. An analogous question can be asked if TPP graduates secure such positions in high needs schools at a different rate than non-TPP graduates. In order to address these questions, Grant*Prose* submitted a research request to NCDPI requesting data from NCDPI records regarding the graduation, licensure, and first-hired positions of all individuals applying for licensure at the administrator/supervisor level from July 1st 2017 through August

31st 2018. This period of time matches the period when TPP participants were graduating from their programs. These data will allow Grant*Prose* to track and compare the performance of graduates from TPP-funded programs and non-TPP-funded programs over a number of years within their schools using publicly available datasets from NCDPI. By the end of July 2018, at the time this report was prepared to submit to NCSEAA, NCDPI had reviewed the Grant*Prose* research request favorably and was in discussions with NCSEAA and NCASLD regarding particulars of how the dataset could be shared with Grant*Prose*.

- Creation of an Access Database. During 2017-18, Grant*Prose* collected various publicly available datasets from the NCDPI website, preparatory to carrying out research activities in the coming years, and will continue collecting such datasets as they become available each year. Datasets being collected include ones that describe characteristics of all schools in the state, including variables such as grade levels taught at the school, enrollment at the school, percentage of economically disadvantaged students, and indicators of student achievement and behaviors. Microsoft Access software is being used to organize these datasets and produce additional datasets that permit comparing and contrasting schools. It is with Microsoft Access, for instance, that Grant*Prose* is able to identify if a TPP graduate in the position of a principal and/or assistant principal is serving at a high needs school.

  Another example of capabilities afforded by Microsoft Access is a relatively quick analysis of how a school performs on student achievement measures compared to the state over a period of years. **Figure 9** depicts the difference between a randomly selected individual high school and the state on a number of achievement measures when the school's performance on the achievement measure is subtracted from the state's performance on the measure. Subtracting the school's performance from the state's performance controls for situations when the state may change a curriculum in a subject domain and/or institute a new test for that subject domain. Grant*Prose* work done in 2017-18 with the Microsoft Access database permits this analysis for any school in the state, including charter schools. With a longitudinal analysis such as that shown in **Figure 9**, it may be possible over time to see if a school at which a TPP graduate serves as a principal and/or assistant principal performs better on one or more achievement measures when a comparison is made between the years before the individual took the administrative position and the years following that individual's assumption of the administrative position.

FIGURE 9. DEPICTING THE DIFFERENCE IN ACHIEVEMENT SCORES BETWEEN AN INDIVIDUAL (ANONYMOUS) HIGH SCHOOL AND THE STATE AVERAGE OVER A PERIOD OF FOUR YEARS[25]

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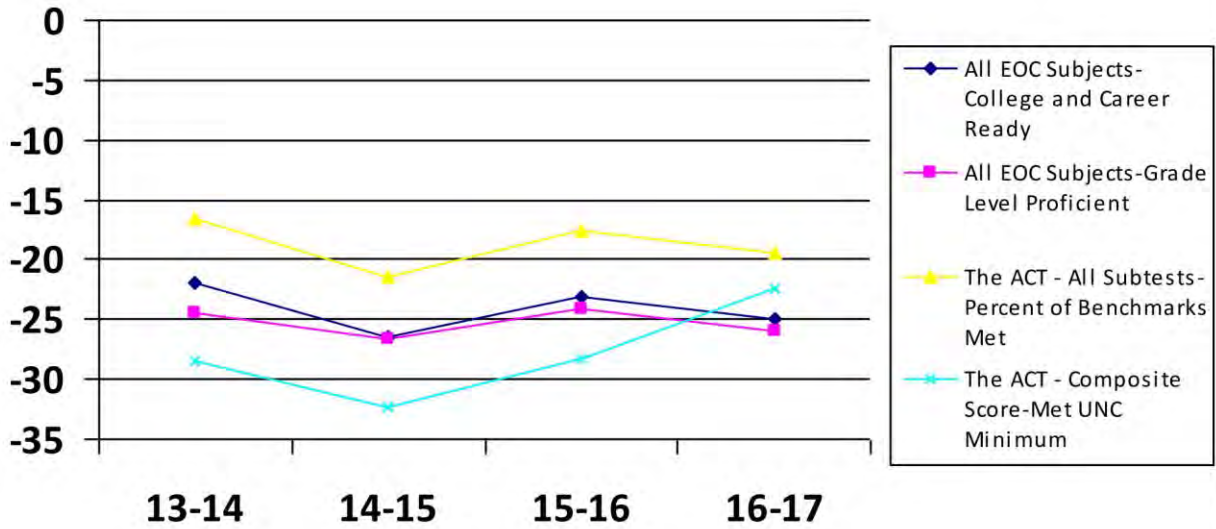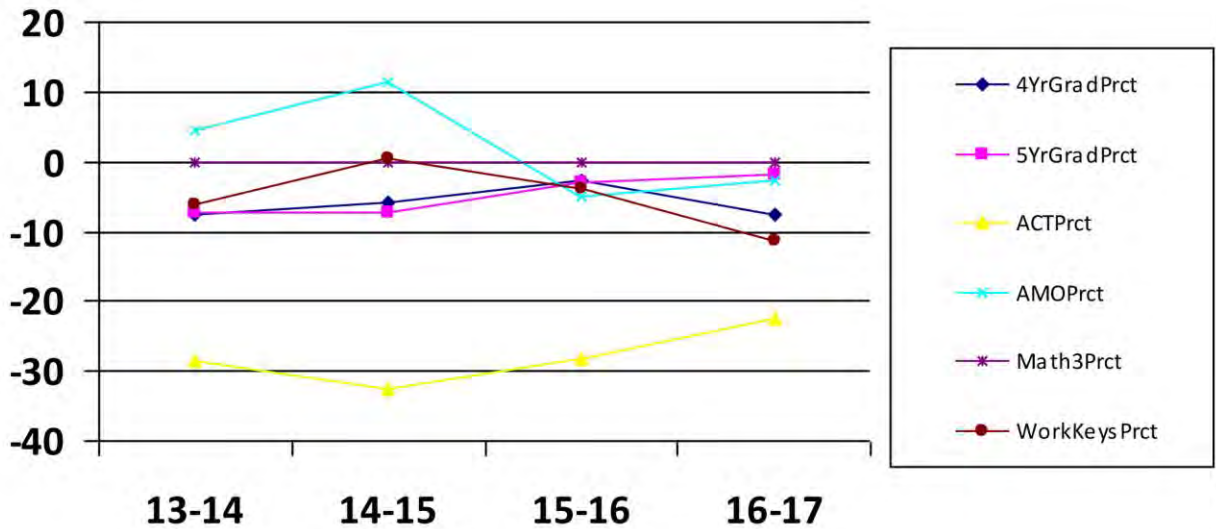
[25] In these two figures, the state average on any of the achievement measures is indicated by the zero (0) line on the Y-axis, and the difference between the state average and the school's score is plotted along the X-axis. For most of the measures plotted for this particular high school, the school is performing below state averages over the 4-year period.

TIER III EVALUATION: PROGRAM PARTICIPANTS

The original legislation (North Carolina General Assembly Section 11.9 of Session Law 2015.241) and subsequent amendments to this legislation identify a number of measures that are to be reported about the program, chief of which are: a) how many graduates of TPP Programs subsequently serve as administrators (e.g., principals, assistant principals) in high needs schools, and b) what impact these administrators may have on improving student achievement and behavioral outcomes.

During the 2017-18 school year, the North Carolina Program Evaluation Division conducted a 'Measurability Assessment' of NCASLD and its administration of the TPP grant program and further clarified the nature of data that are to be reported about the program. Per findings of the Measurability Assessment, **Table 18** provides a summary of the output and outcome measures that should be reported for the TPP Program (Program Evaluation Division, 2018). At the time the Program Evaluation Division made its report to the NC General Assembly on the results of the Measurability Assessment (April 9, 2018), NCASLD agreed to include these measures in its annual reports to the NCSEAA.

TABLE 18. OUTPUT AND OUTCOME DATA AND REPORTING DATES	
Outputs	**First Year to Report**
Number of principal candidates enrolled	July 31, 2018
Number of cumulative credit hours that candidates have completed toward a degree or licensure	
Number of candidates who have completed five-month or longer internships	
Number of Master of Science in Administration degrees earned by candidates	
Number of candidates obtaining principal licensure and certification	
Number of candidates satisfied with the program	
Number of Local Education Agency administrators satisfied with the program	
Short-Term Outcomes	**First Year to Report**
Changes in participants' leadership knowledge and competencies over time	May 31, 2019
Changes in participants' leadership self-efficacy over time	
Changes in participants' commitment to seeking principal positions over time	
Long-Term Outcomes	**First Year to Report**
Degree to which best practices are incorporated into state guidelines for school leadership training programs	July 31, 2020
Degree to which best practices are incorporated into school leadership training programs	
Number of graduates who secure principal or assistant principal positions	
Number of graduates who secure principal or assistant principal positions in high-need schools	
Level of satisfaction among key stakeholders with graduates they have hired	
Increased student achievement in North Carolina	

Discussion that follows addresses each of the outputs that are to be reported by the time of this second annual report to NCSEAA (July 31, 2018), and provides information on evaluation activities currently underway to collect and report data on short-term and long-term outcomes in future annual reports. Data in **Tables 19 through 23** were collected from end-of-year annual reports submitted by the TPP Provider agencies in June 2018.

<div align="center"><u>Outputs</u></div>

Number of principal candidates enrolled. For the first funding cycle that is now completed – July 2016 through June 2018 – a total of 120 candidates (hereafter called "participants") were enrolled in the six TPP Programs that were conducted by the five TPP Provider agencies. All but two participants completed their programs, resulting in a 98.3% completion rate for the TPP Program as a whole. **Table 19** shows how many participants were enrolled in and completed each program.

TABLE 19. NUMBER AND PERCENTAGE OF PARTICIPANTS ENROLLED IN AND COMPLETING TPP PROGRAMS							
Program	**DPLA**	**HPU**	**NCLA**	**WCU**	**UNCG**	**SREC**	**Total**
# Enrolled in Program	14	30	20	10	20	26	120
# Completing Program	14	30	19	10	19	26	118
% Completion Rate	100%	100%	95%	100%	95%	100%	98.3%

Number of cumulative credit hours that candidates have completed toward a degree or licensure. **Table 20** indicates the number of credit hours completed by participants enrolled at the six TPP Programs. Eighty-six individuals (72.9%) completed at least 34 credit hours.

TABLE 20. NUMBER OF CUMULATIVE COURSE CREDIT HOURS COMPLETED IN TPP PROGRAMS							
Credit Hours Completed	**DPLA**	**HPU**	**NCLA**	**WCU**	**UNCG**	**SREC**	**Total**
22-24				6		14	20
28-30						12	12
31-33							0
34-36	14	30	19	4			67
> 39					19		19
						Total	118

Number of candidates who have completed five-month or longer internships. **Table 21** indicates 118 (100%) of the 118 participants completed at least a full-time 5-month internship. Of note, DPLA, NCLA and UNCG implemented full-time internships of one academic year.

TABLE 21. NUMBER OF PARTICIPANTS COMPLETING INTERNSHIPS IN TPP PROGRAMS							
	DPLA	**HPU**	**NCLA**	**WCU**	**UNCG**	**SREC**	**Total**
# Completing Minimum of 5-month Internship	14	30	19	10	19	26	118

Number of Master of Science in Administration degrees earned by candidates. **Table 22** indicates that the participants completed coursework meeting a number of degree requirements, including the Master of Science in Administration. Ninety-five (80.5%) of the 118 participants earned either an advanced Master's degree or a post-master's certificate.

TABLE 22. NUMBER OF MASTER'S DEGREES & POST-MASTER'S CERTIFICATES EARNED IN TPP PROGRAMS							
Degree/Certificate Earned	**DPLA**	**HPU**	**NCLA**	**WCU**	**UNCG**	**SREC**	**Total**
Master of Science in Administration	14		19	4	19	3	59
Master of Education		30					30
Post Masters' Certificate in School Administration						6	6
						Total	95

Number of candidates obtaining principal licensure and certification. **Table 23** indicates that 118 (100%) of the 118 participants completing the TPP program earned sufficient credit to meet principal licensure requirements.

Whether these individuals completed the application process and obtained their principal licensure is not known at the time of this report.

TABLE 23. NUMBER OF PARTICIPANTS MEETING PRINCIPAL LICENSURE REQUIREMENTS IN TPP PROGRAMS							
Principal Licensure	**DPLA**	**HPU**	**NCLA**	**WCU**	**UNCG**	**SREC**	**Total**
Number meeting principal licensure requirements	14	30	19	10	19	26	118

Number of candidates satisfied with the program. A survey of participant attitudes towards and opinions about the TPP program was conducted in the latter half of the 2017-18 year. The survey had been designed before results of the Program Evaluation Division Measurability Assessment were made known to NCASLD, and there was not a survey item that expressly asked about participant's 'satisfaction' with the program. Rather, survey items were designed to assess the extent to which participants 'Agreed' that various best practice program features were present. The survey results reported earlier in **Table 24** show averages that were derived for each of the nine attitudinal scales that were on the participants' survey. Without exception, these scale averages all revealed positive dispositions towards the program, generally falling within the 'Agree' to 'Strongly Agree' disposition on a 5-point Likert scale (i.e., 'Strongly Disagree', 'Disagree', 'Neither Agree nor Disagree', 'Agree', and 'Strongly Agree').

Regarding the question of "how many" participants expressed satisfaction with the program, this could be interpreted from the survey results by quantifying the sum of their responses to the entire set of Likert items. When individual responses to the 56 Likert items across the nine scales are totaled and averaged for each individual, the resulting average score for an individual ranges from 1 to 5, with 5 representing the most positive ('Strongly Agree') disposition towards overall program features assessed by the 56 items.[26] **Table 24** shows that 68 (61.8%) of the 110 survey respondents rated their programs very strongly with their averages ranging between 4.50 and 5.00, and averages for another 29 (26.4%) respondents ranged between 4.00 and 4.49. On average, these 97 (88.2%) of 110 respondents 'Agreed' or 'Strongly Agreed' that the varied program features associated with best practices in principal preparation programs were present in their programs. Note: This is not to say that the 97 individuals 'Agreed' or 'Strongly Agreed' that every single feature was present, nor that the other 13 individuals with lower average scores for the set of 56 items gave every single feature less strong ratings (e.g., 'Strongly Disagree', 'Disagree', and/or 'Neither Agree nor Disagree'). Still, as an overall indicator of satisfaction with the program, data in **Table 24** suggest a very high level of satisfaction with the program – approaching 90% of individuals responding to the survey.[27]

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[26] Scores on the Commitment to the Principalship scale, which ranged along a 4-point continuum, were equated with a 5-point continuum and added to the other scores, all of which ranged along a 5-point continuum.

[27] There were 10 individuals who did not respond to or complete the survey. Should it be that these 10 individuals were all 'dissatisfied' with the program, still, 97 (82.2%) of all 118 participants expressed satisfaction.

TABLE 24. PARTICIPANT RATINGS OF PROGRAM SATISFACTION							
Individual Averages	**DPLA**	**HPU**	**NCLA**	**WCU**	**UNCG**	**SREC**	**Total**
Participation Rate	*14/14*	*29/30*	*18/19*	*7/10*	*18/19*	*24/26*	*110/118*
Range 2.50 to 2.99					1		1
Range 3.00 to 3.49	2						2
Range 3.50 to 3.99	1	3		1	4	1	10
Range 4.00 to 4.49	3	7	5	3	5	6	29
Range 4.50 to 5.00	8	19	13	3	8	17	68
Percentage with average ratings of 4.00 and higher	78.6%	89.7%	100%	85.7%	72.2%	95.8%	88.2%

Number of Local Education Agency administrators satisfied with the program. A survey of LEA administrators who served as points-of-contact with the TPP Program Directors was conducted at mid-year of 2017-18. Just as for the participants' survey, this survey was also constructed before the results of the Program Evaluation Division Measurability Assessment were known; however, the survey did include one item that expressly addressed these administrators' level of satisfaction with the TPP program, written as "I am very satisfied with the overall quality of the program." Thirty-one (68.9%) of the 45 administrators surveyed responded to the survey and all 31 respondents (100%) rated this item with either a 4 ('Agree') or a 5 ('Strongly Agree').

Adopting an approach like that used with the participants' survey, it is possible to derive an average score for each respondent across all 14 Likert items that comprised the three attitude scales on the survey. **Table 25** shows that 26 (92.9%) of the 28 respondents for whom results are disaggregated by TPP program gave strong ratings on average ('Agree' to 'Strongly Agree') to the overall program.

TABLE 25. LEA REPRESENTATIVE RATINGS OF PROGRAM SATISFACTION							
Individual Averages	**HPU**	**DPLA**	**NCLA**	**WCU**	**UNCG**	**SREC**	**Total**
Participation Rate	*7/9*	*3/7*		*5/6*	*10/12*	*6/11*	*31/45*
Range 3.00 to 3.49		Results are not disaggregated for NCSU due to having > 5 respondents				1	1
Range 3.50 to 3.99						1	1
Range 4.00 to 4.49				3	5	3	11
Range 4.50 to 5.00	7			1	5	2	15

Short-Term Outcomes

As the 2017-18 year was coming to a close, Grant*Prose* initiated a pre-survey of new participants who have been selected for the program's 2018-20 funding cycle. The survey is designed to quantify the three short-term outcomes identified by the PED as a result of the Measurability Assessment:

- *Changes in participants' leadership knowledge and competencies over time*
- *Changes in participants' leadership self-efficacy over time*
- *Changes in participants' commitment to seeking principal positions over time*

Participants in TPP programs for the 2018-20 funding cycle that began their program before the end of the 2017-18 year have been surveyed and the remainder who will begin their programs soon in the 2018-19 year will also be surveyed. Subsequently, all of these individuals will be surveyed again late spring 2019 with a post-survey to assess their changes in knowledge, self-efficacy, and commitment.

Long-Term Outcomes

While data on long-term outcomes identified in the PED Measurability Assessment are to be reported by July 2020, it is possible to indicate some preliminary data for two of the long-term outcomes in this second annual report to NCSEAA.

Number of graduates who secure principal or assistant principal positions. At the time this report was finalized and submitted to NCSEAA—July 31, 2018—information collected to date from the TPP Provider agencies indicate that 73 (60.8%) of the 120 individuals selected for the TPP program had secured positions as assistant principals for the 2018-19 year.[28] **Table 26** and **Figure 10** show the percentage of individuals selected for each TPP program reported by the TPP Provider agencies to have secured principal or assistant principal positions for 2018-19.

TABLE 26. PERCENTAGE OF PARTICIPANTS SECURING PRINCIPAL OR ASSISTANT PRINCIPAL POSITIONS			
TPP Provider	**Initial Enrollment**	**Securing Positions**	**Percentage Securing Positions**
WCU	10	2	20.0%
SREC	26	9	34.6%
HPU	30	20	66.7%
UNCG	20	14	70.0%
NCSU NCLA	20	15	75.0%
NCSU DPLA	14	13	92.9%
Total	120	73	60.8%

FIGURE 10. PERCENTAGE OF PARTICIPANTS SECURING PRINCIPAL OR ASSISTANT PRINCIPAL POSITIONS
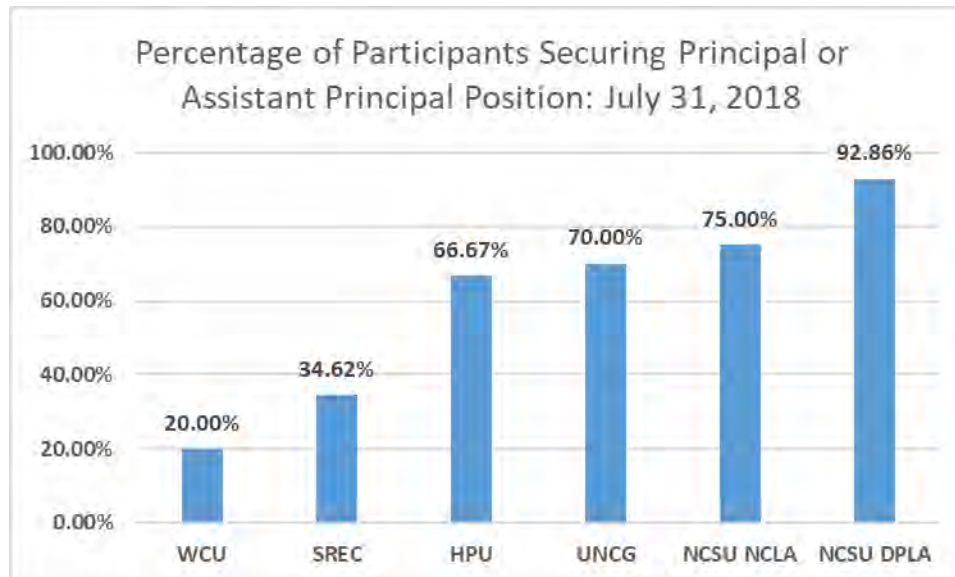
Percentage of Participants Securing Principal or Assistant Principal Position: July 31, 2018

Number of graduates who secure principal or assistant principal positions in high-need schools. Of the 73 individuals securing positions as principals and assistant principals, school assignments were known for 70 of these individuals at the time of this report and 47 (67.1%) of the 70 were assigned to high needs schools.[29] **Table**

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[28] One of the 73 individuals may have secured a principal position although Grant*Prose* was unable to verify this with certainty at the time this report was submitted.

[29] Grant*Prose*'s determination whether a school was high needs has been described earlier in this report. See **Appendix EE** in the Technical Report for the full report of how high needs schools were determined.

27 and **Figure 11** show the percentage of individuals assigned as principals and assistant principals to high needs schools as reported by the TPP Provider agencies.

TABLE 27. NUMBER AND PERCENTAGE OF ASSISTANT PRINCIPAL PLACEMENTS MADE IN HIGH NEEDS SCHOOLS			
Institution	**Number of Assistant Principal Placements**	**Number of Placements in High Needs Schools**	**Percentage of Placements in High Needs Schools**
WCU	2	0	0%
UNCG	14	7	50.0%
HPU	20	13	65.0%
NCSU NCLA	15	10	66.7%
NCSU DPLA	13	9	69.2%
SREC	9	8	88.9%

FIGURE 11. PERCENTAGE OF PARTICIPANTS SECURING PRINCIPAL OR ASSISTANT PRINCIPAL POSITIONS IN HIGH NEEDS SCHOOLS
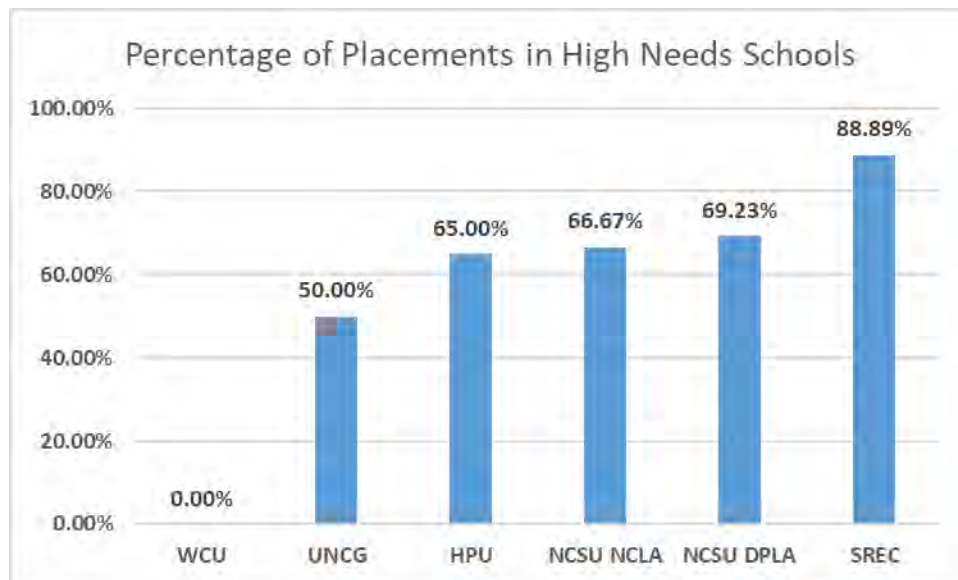
FUTURE PLANS[30]

Contract negotiations between NCASLD and the five Provider agencies to continue implementing their programs were initiated in May 2018, and all five programs are expected to begin serving new participants in Summer 2018 or Fall 2018. Following release of the continuous improvement plans at the end of March 2018, NCASLD advised all TPP programs that it would recommend continued funding for the 2018-20 performance period in the amounts indicated in **Table 28**, **contingent** (emphasis added) upon NCASLD approving TPP Provider agency budget proposals and the number of participants agencies propose serving. At the time this report was being prepared for submission to NCSEAA, NCASLD was in different stages of finalizing contract negotiations with the TPP Provider agencies.

TABLE 28. NCASLD PRINCIPAL PREPARATION PROGRAM PROPOSALS: COHORT I & COHORT II						
TPP Program	**Program Participants***	**2018-19 Budget**	**2019-20 Budget**	**2020-21 Budget****	**2021-22 Budget****	**Total Budget**
HPU	30	$868,088	$868,088	$868,088	N/A	$2,604,264
NCSU ***	34	$1,334,899	$1,334,899	$1,334,899	$1,334,899	$5,339,596
WCU	10	$350,000	$350,000	N/A	N/A	$700,000
UNCG	20	$866,110	$866,110	$866,110	$866,110	$3,464,440
SREC	26	$780,900	$780,900	$780,900	N/A	$2,342,700
Total	**120**	**$4,199,997**	**$4,199,997**	**$3,849,997**	**$2,201,009**	**$14,451,000**

Notes
* For the first two fiscal years of this next grant cycle, expectations for a minimum number of participants have been specified based on current expenditures. The expectations for a minimum number of participants served in the last two fiscal years of this period will be renegotiated by NCASLD based on availability of funds and other program factors such as analyses of financial data.
** Contract extensions in 2020-21 and 2021-22 for all TPP Provider agencies are contingent upon performance and agency interests.
*** NCSU's DPLA and NCLA programs have been combined to benefit from the economies of scale that should result.

TPP Program Directors were asked to describe future plans for each program in their annual reports submitted June 2018, summarized in **Table 29** below. The majority reported a focus on continuing to deliver an exceptionally effective program to prepare principals and being committed to successful implementation of that program. The programs expressed a commitment to continuing all grant and program activities in order to develop high-quality school leaders, as well as working with regional district leaders to continue their support of aspiring principals. In order for this to occur, both NCASLD and the TPP Provider agencies will need to consider strategic planning, continuous improvement, risk assessment, and dissemination activities in support of these future endeavors.

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[30] This section corresponds to NCSEAA Report Question #4: If the activity is a continuing one, briefly describe future plans and funding prospects.

TABLE 29. FUTURE PLANS OF PROVIDER AGENCIES	
TPP Program	**Future Plans**
NCSU's North Carolina Leadership Academy	We will continue to deliver an exceptionally effective program to prepare principals. We have the capacity to expand our program to serve more districts and children. We are very appreciative of the legislature's commitment to developing successful school leaders. We are very hopeful that NC's legislature will continue to invest in quality principal preparation especially by utilizing the 3% state hold back for leadership allowed by ESSA. (Grant*Prose* Note: The DPLA and NCLA programs will be combined into a single program for future years.)
HPU's Leadership Academy	We are looking for additional grant opportunities.
WCU's North Carolina School Executive Leadership Program	We have been approved for continued TPP grant funding at $700,000 across two years. Primary targets for that funding include: (1) ten full-tuition scholarships, (2) increased emphasis on leadership for equity and social justice through the requirement of an added course (EDL 876: Leadership for Social Justice), participation in a social justice institute in Madison, Wisconsin, and exposure to equity work within the region, and (3) development of a collaborative internship coaching and mentoring model that focuses on interpersonal communication and leadership dispositions.
UNCG's Principal Preparation for Excellence and Equity in Rural Schools	We wish to use evaluation data from PPEERS to strengthen the program further and seek funding for additional cohorts. We plan to apply for salary replacement funds for our full-time Masters students through DPI per the newly approved state budget. Additionally, we are seeking funding opportunities from other sponsors as well, such as the Wallace Foundation and others.
SREC's Sandhills Leadership Program	We are committed to successful implementation of the current grant project. We are exploring future funding prospects and will continue to discuss all possible avenues for collaboration with UNCP. We are eager to support Cohorts 3 and 4 and we are exceptionally pleased to have strong support within the Sandhills LEAs as evidenced by feedback and administrative appointments of PDP Interns. Cohort 3 began its program of coursework in May and will begin the full-time first semester internship in August, while Cohort 4 begins coursework in August 2018 and serves the internship during second-semester January-June 2019. We will continue to provide updates on the status and progress of the Executive Interns and program to 3 major groups that meet monthly (Superintendents' Council, Curriculum & Professional Development Committee, and Human Resource Leadership groups). These groups provide feedback on the program, intern needs and progress, mentor status and needs, as well as serve as resources and provide feedback for program improvement.

STRATEGIC PLANNING[31]

In order to engage in strategic planning for the TPP programs going forward, NCASLD may consider convening an Advisory Board with members from other nationally known groups also engaged in developing and disseminating best practices in leadership development such as the NYC Leadership Academy, Wallace Foundation, and others. When TPP Program Directors were asked to describe future plans for each program, all of them indicated searching for additional program funding as a priority. Several of the programs also conveyed an interest in expanding their program to serve more LEAs and possibly more students, through this additional funding. An NCASLD Advisory Board might provide guidance in this area as the members may have knowledge of additional funding opportunities throughout the national landscape and may have experience in generating funding for leadership development.

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[31] This section addresses Criteria #6 and #10 of the NC Measurability Act of 2016 – (6) how the program proposes to engage in strategic planning; (10) whether the program conducts five-year forecasts of annual recurring costs and sources of funding for each year.

CONTINUOUS IMPROVEMENT[32]

Comprehensive aspects of quality improvement are embedded in the formative evaluation plan including progress towards milestones laid out in the legislation that funds the TPP program, and in the proposals made by each of the Provider agencies. Grant*Prose* provides quarterly reports detailing progress towards meeting targets and achieving milestones at the overall NCASLD 'Tier I' program level and for each individual project at the Tier II level. Grant*Prose* also shares data with the Provider agencies from the Executive Rubric and the four surveys conducted in 2017-18. NCASLD meets regularly with Grant*Prose* evaluators and Program Directors to review progress, plan next steps, and address potential issues. In order to provide an opportunity for the TPP programs to continue to improve their practices, it will be critical that they share information with each other and receive information from experts in the field. It is therefore important for NCASLD to continue its Professional Learning Network in order to create more opportunities for the Provider agencies to meet and share best practices. The agencies will also utilize their individual program evaluation data to further strengthen their programs, as well as the evaluation data generated by Grant*Prose*.

RISK ASSESSMENT[33]

In an effort to identify potential financial, fraudulent, and legal hazards for NCASLD's administration of the TPP program, the organization's leadership team conducted a risk assessment early in the 2017-18 fiscal year to analyze methods of response in case exposure occurs. The assessment was conducted utilizing the U.S. Government Accountability Office framework for managing risk in government and government-funded programs and has two parts – a risk assessment matrix and a separate analysis classifying the risks and ranking the importance for mitigating actions and contingencies. This assessment has created a baseline for identifying policies and techniques for preventing and mitigating risks in implementation of the state-funded TPP program initiative. NCASLD also conducts a review of the TPP Provider agency invoices, including the Grant*Prose* secondary analysis of these invoices, to determine if the expenditure of funds is allowable, allocable, and reasonable. It is important for NCASLD to re-evaluate this assessment periodically to determine if identified risks have changed, or are likely to change, to facilitate adjustments in policies and controls as needed to ensure appropriate and effective management of the TPP program. Examples of risk assessment activities that NCASLD conducts with the TPP program include review of invoice documentation submitted by the TPP Provider agencies and frequent communications with the Provider agencies to determine their continuing progress towards achieving desired outputs and outcomes.

DISSEMINATION ACTIVITIES[34]

The programs have begun disseminating findings from the early stages of this leadership program. UNCG's Program Director Dr. Kim Hewitt, with Dr. Ann Davis and Jon Schmidt-Davis, for instance, have authored a chapter about the *PPEERS* partnership for an edited book on university-district partnerships in rural contexts. Also, in November 2017, TPP Program Directors attended the 31st annual University Council for Education

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[32] This section addresses Criterion #8 of the NC Measurability Act of 2016 – how the program will continuously improve quality of program services and consistency with the strategic plan.

[33] This section addresses Criteria #9 and #14 of the NC Measurability Act of 2016 – (9) whether the administering entity has conducted an assessment to identify financial and legal risks to the entity or the State and has plans for minimizing risk exposure; (14) whether the program is or will be post-audited and if there are any potential impediments to audits or evaluations by the State Auditor, agency internal auditors, or the Program Evaluation Division of the General Assembly.

[34] This section addresses Criterion #4c of the NC Measurability Act of 2016 – for both proposed and existing programs, if the evidence had been subjected to alternative interpretations and peer review.

Administration (UCEA) Convention in Denver, CO and conducted a symposium. Directors discussed their program's features as well as the role of state policy and competitive funding in motivating innovation. **Figure 12** depicts the symposium synopsis from the UCEA Convention Program.

FIGURE 12. SYMPOSIUM SYNOPSIS – UCEA CONVENTION PROGRAM, 2017

091. State-Supported Innovative Leadership Preparation Programs for High-Needs Schools

Symposium
4:40 to 5:50 pm
Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Silver

This symposium focuses on state-supported, innovative leadership preparation programs to develop principals for high-needs schools. The symposium highlights the role of state policy and competitive funding as stimuli for innovation as well as the features and structures of the programs themselves. The symposium raises questions about the ways in which states serve as catalysts for change in leadership preparation and the nature of the high-quality leadership programs they support.

Participants:
    Bonnie C. Fusarelli, North Carolina State University
    Jim Simeon, Sandhills Regional Education Consortium
    Jess Renee Weiler, Western Carolina University
    Barbara H. Zwadyk, High Point University

Facilitator:
    Kimberly Kappler Hewitt, University of North Carolina at Greensboro

The NCASLD Professional Learning Network would serve as one opportunity for Provider agencies to share findings from the programs with one another. While not yet ready to disseminate findings from the TPP program as best practices to other leadership preparation programs across the nation, it is important for NCASLD to share information on the success of program operations with SEAA and the NC Legislature so that the progress being made in identifying these best practices is clear. The quarterly reports generated by GrantP*rose* might be one option for disseminating this information and presentations to the legislators would be another option.

SUMMARY DISCUSSION

The body of evidence collected to date, as well as outputs and outcomes analyzed to date, suggest the TPP program is meeting its intended purpose—to transform principal preparation programming. The fact that 118 (98.3%) of the 120 initial participants completed program requirements is almost certainly a stronger completion rate than what most, if not all, of the other principal preparation programs in the state may achieve. Also, the percentage of those who have secured assistant principal positions to date being placed in high needs schools is higher by almost 10 percentage points than the percentage of high needs schools in the state.

While there are significant qualitative and quantitative differences among the TPP programs in regards to how each Provider agency operationalizes and implements best practices, all programs are implementing a suite of best practices in principal preparation. These best practices appear to be having an impact on the preparation of highly qualified principal candidates.

REVIEW OF BEST PRACTICES

- *How participants are recruited*. Historically, recruitment methods for obtaining principal preparation program applicants have been general rather than targeted. However, in the TPP programs, Program Directors use a defined set of strategies for attracting and recruiting applicants, often working with LEAs to target efforts toward educators demonstrating outstanding leadership skills whom local administrators believe will succeed in the principalship. TPP programs cast a wide net in an effort to recruit a large and diverse pool of applicants, permitting the programs to be selective in their choice of whom to accept into the program. Additionally, LEAs encouraged (i.e., 'tapped') specific individuals to apply for the program. The combination of broad-based recruiting by the programs and encouragement by the LEAs may have contributed to a stronger candidate pool than what traditional principal preparation programs recruit.

- *How participants are selected*. In many traditional principal preparation programs, individuals self-select to participate through meeting university admission criteria and enrolling in a program. In contrast, TPP programs use a variety of methods to assess applicants and include a variety of perspectives at the table when making final decisions of whom to select. TPP program participants are selected through competitive processes that include not only an application and interview process, but often also live formative assessment of key leadership skills using tools such as simulations and group exercises. Then, program participants are selected using detailed decision-making rubrics by a selection committee or team including active LEA involvement.

- *Engagement with LEAs*. Traditionally, the university where participants complete their coursework may have little to no engagement with the LEA where the participant is employed and there may be no expectation that the participant will return to the LEA to serve as a principal or assistant principal. TPP programs, however, have Memoranda of Understanding and partnerships with specific LEAs in the state. These LEAs have critical roles in the success of the program from supporting recruitment and selection activities, to providing principal mentors for the participants, to underwriting some of the costs for participant stipends, to providing feedback on continuous improvement efforts, among other support activities. TPP programs all have frequent contact with LEA leaders, including superintendents, where the program participants are employed, and the LEAs may have contracts with the participants requiring that they serve in the LEA for a number of years following completion of the program.

- *Implementation of a cohort*. Traditional principal preparation programs present little to no expectation for the program participants to get to know each other and develop professional relations that support or otherwise advance their preparation. However, the TPP programs treat their participants as a cohort to varying degrees, taking the same courses at the same time and interacting as a group in many other ways. TPP participants progress through the program together and share many experiences in their coursework as well as program activities outside of their courses. The participants derive support from each other with programs having various electronic channels set up to foster cohort communication.

- *Authenticity of experiences*. Realistic simulation of the intensive and challenging work of principals also differentiated the TPP programs from traditional principal preparation programs. The TPP programs strove to create many and varied 'authentic' learning experiences for the participants—some within the conduct of their university courses and others outside of the university courses. Authentic leadership experiences through project-based learning assignments (such as case studies and equity audits requiring interns to analyze school data), realistic simulations, and actual leadership experiences outside the internship (e.g. serving on committees, making a conference presentation) provide opportunity for growth and development of leadership skills.

- *Emphasis on instructional leadership*. In contrast to traditional principal preparation programs, the TPP programs share an emphasis on the primary role of the principal as an instructional leader working with teachers and school staff in creating a positive, equitable school culture focused on high quality instruction rather than just acting as a building manager. The TPP programs convey this emphasis through the focus of their classes, choice of required reading, and many of their additional workshops, seminars, speakers, and leadership experiences.

- *Emphasis on high need schools*. TPP programs incorporate project-based learning methods, authentic learning experiences, and fieldwork in preparation for the complex demands of school leadership particularly in high needs communities and schools. Themes that the TPP programs chose to emphasize, such as social equity, have particular relevance to high needs schools. TPP Provider agencies are focused on preparing principals to serve in high needs schools and LEAs with the particular approaches and challenges they emphasize influenced to some extent by the LEAs they serve. The emphasis on high need schools is seen in course work, special seminars, workshops and field experiences that address equity, social justice, and strategies for helping schools and students overcome the challenges of poverty.

- *Full-time internship with coaching/mentoring*. The requirement of a full-time 5-month internship, at minimum, meant that individuals could not continue in their regular employment with the school district while participating in their internship. Rather, the participants would have full exposure to the day-to-day life of a school principal and could learn from first-hand experience. This is different from many traditional programs in which participants have a diluted experience, collecting their internship hours in small increments as they continue to serve in a regular teaching or other staff position. The full-time internship allows participants to develop first-hand experience with the real responsibilities of the principalship. The TPP programs' internships include planned, developmentally sequenced, standards-based supervision of interns who are provided with expert coaching and mentoring support. Also in contrast to many traditional programs, the TPP programs are providing three levels of mentoring for the participants – the on-site principal as mentor, the university faculty, and an executive coach/district mentor.

- *Independent evaluation and continuous improvement processes*. Each of the TPP programs engages in continuous review and program improvement activities. The programs utilize formal and informal data from multiple sources (participants, coaches, mentors) to identify and implement program improvements. The programs' LEA representatives, principal mentors, and executive coaches also provide regular feedback regarding the training and support they receive from the programs. The programs conduct planned frequent and ongoing formal and informal meetings with LEA partners and actively seek feedback on recruiting and selecting program participants, strengthening program focus and content, and program graduates. Additionally, NCASLD has contracted with Grant*Prose*, Inc. to conduct an independent evaluation of the TPP program with the express purpose of identifying best practices and measuring outcomes especially with respect to impact on student achievement. The Grant*Prose* evaluation models best practices in the evaluation of principal preparation programs as identified by the University Council for Education Administration and New Leaders (2016) and provides NCASLD and each provider agency with regular evaluation reports. Lastly, NCASLD has instituted a Professional Learning Network working with the provider agencies to provide professional development and opportunities to learn from each other's experiences and share best practices for scaling and replication.

LOOKING AHEAD

When looking ahead, there are a number of challenges associated with replication, sustainability, and scalability for NCASLD and the Provider agencies to consider.

- *Replication*. While a set of best practices have been described in this report, a question can be asked about which of these best practices are especially essential to success of the program and should be replicated. Is it the recruitment and selection process, the cohort grouping, the authenticity of learning experiences, the full-time internship, one or other best practice, and/or all of them? Is it possible to prioritize these best practices such as "do this first" and/or "be sure to do this"? Can one or a few of the best practices be replicated, but not the others, and achieve the same impact? If other principal preparation programs in the state are expected to incorporate such best practices in their programs, it is probable that doing so will be an iterative process…starting with one or a few best practices then introducing others at later stages. What should be replicated and where should programs start?

- *Sustainability*. TPP funding may not continue indefinitely. Even if such funding were continued, it might be desirable to fund a set of new programs. In consideration of the day to come when the funding of the current TPP Provider agencies may come to an end, what can these agencies be doing now to ensure that some, if not all, of the best practices can be sustained at their institution?

- *Scalability*. NCASLD and the Provider agencies should embrace their role as leaders in the state with transforming principal preparation programs, and look for avenues to incorporate best practices into state guidelines for principal preparation programs as well as opportunities to influence how other principal preparation programs in the state implement best practices.

- *Evaluation*. During the 2018-20 performance period, Grant*Prose* will conduct the same 3-tiered evaluation model and carry out many of the same evaluation activities as were done during the 2016-18 performance period. Quarterly reports that were produced in 2017-18 for the periods July through September, October through December, and January through March will be produced again in 2018-19.[35]

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[35] Please see **Appendices GG through JJ** in the Technical Report for the three quarterly reports produced in 2017-18.

Grant*Prose* will also initiate the research agenda designed to evaluate the impact of the TPP program on student outcomes with the understanding that this will take a number of years to play out. Many individuals from the first funding cycle have secured assistant principal (AP) positions with more to do so in the coming year(s), and it will be possible to begin testing research design methods such as determining a matching control group of schools, analyzing multi-year trends for achievement data at TPP schools, and comparing TPP graduates with non-TPP graduates. However, it is necessary to mention a caveat: The AP position may not provide the most suitable platform for an individual to significantly impact student achievement at a school. Not until these individuals have moved into principal positions and have been there for a number of years, is it reasonable to ask whether they can make an impact on student achievement—and even then the research Grant*Prose* has reviewed to date suggests this is a high expectation. As researchers, our 'null' hypothesis is that there will be no significant long-term impact on student achievement and it will be quite interesting if the alternative hypothesis should prove true.

RECOMMENDATIONS

In the Executive Summary for this report, Grant*Prose* identified a set of recommendations for NCASLD and the TPP Provider agencies to consider in the 2018-19 year. The discussion that follows parallels the recommendations mentioned in the Executive Summary.

- Grant*Prose* recommends that NCASLD continue to fund all five TPP Provider agencies in the 2018-19 year, noting that NCSU will combine its DPLA and NCLA programs to make a single program. The number of participants to be served by these five agencies should be at least equal to the number served in the 2016-18 performance period, if not greater.

- NCASLD should expand its Professional Learning Network to permit other principal preparation programs in the state to participate. Whether and how the program's best practices can be scaled to other principal preparation programs across the state is a major question in the years ahead.

- NCASLD should conduct a review of how employees of the TPP Provider agencies are assigned to roles and responsibilities for implementing the programs, to include a determination of employee salaries supported in part or whole with TPP funds, as well as time and effort individuals devote to implementing varied TPP program operations. Comparing and contrasting how TPP Provider agencies assign institutional roles and fund salaries will provide valuable information for issues of replication and scalability. Whether the program's best practices can be scaled to other principal preparation programs across the state could depend in large part on whether other programs have the institutional staff available to fulfill important roles as well as the funding to pay for their salaries and benefits when such costs are not covered by student tuition or otherwise supported by the state.

- NCASLD should direct focus in the coming years to issues of sustainability, replication, and scaling identified best practices to programs across the state, as discussed above in the section on 'Looking Ahead.'

- TPP Provider agency communications with LEAs regarding expectations for the participants during their internship should be clarified. In particular, a distinction needs to be made as to whether the individual will be serving as an intern or is in a position of employment as an assistant principal (AP). In either instance, whether as an intern or an employee, conflicts can be created if the participant needs to be away from the school for reasons such as attending university classes. Clarity in expectations should eliminate such conflicts. Moreover, when an LEA employs an individual in an AP role, even though the individual may still be completing their internship, it should be clarified whether the LEA is assuming full responsibility for paying this individual's salary.

- The TPP programs should continue determined efforts to place participants with exemplary principals, not necessarily where an LEA may feel an AP is most needed. For the most part, this was not described as a problem by respondents to the Participant and Executive Coaches surveys, but was mentioned by a few.

- All TPP programs must ensure that professionalism is emphasized in even the smallest details such as style of dress, attending meetings on time, and use of social media. Here too, this was not observed to be a significant problem when Grant*Prose* conducted observations, but was noticeable on a few occasions.

- All TPP programs should track graduates to establish where they are working and if they are working as principals or assistant principals. Now that the first cohort of 120 participants, 118 of whom completed TPP program requirements, are entering principal and assistant principal positions, it will be important to

the evaluation of the TPP program to know with certainty what positions they are working in and the schools where they are working. As this report was being prepared, Grant*Prose* sought to provide the most accurate data possible as this number is rightfully a source of pride for the TPP Provider agencies and a major metric of success. However, the number was in almost daily flux, due in part to reasons beyond the control of the TPP Provider agencies. So as to maintain the most accurate data when called upon to report such numbers, Grant*Prose* will need the continued support and determination of the TPP Provider agencies to track successes.

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