



PROGRAM EVALUATION DIVISION

NORTH CAROLINA GENERAL ASSEMBLY

April 2018

Report No. 2018-03

Cooperative Agreement for Transforming Principal Preparation Program Needs Output and Outcome Data

Session Law 2017-57, Section 10A.5.(b) directed the Program Evaluation Division to make recommendations regarding periodic reporting by the Transforming Principal Preparation Program.¹ In 2015, the General Assembly appropriated \$500,000 to the North Carolina State Education Assistance Authority (the Authority) to establish a competitive grant program with the goal of transforming the preparation of principals across the State.² For Fiscal Year 2017–18, the General Assembly appropriated \$4.58 million in recurring funds for the program.

As shown in Exhibit 1, the Authority administers the Transforming Principal Preparation Program through a cooperative agreement with the North Carolina Alliance for School Leadership Development (NCASLD), a nonprofit corporation. NCASLD manages the program by

- issuing Requests for Proposals to for-profit or nonprofit organizations or institutions of higher education to administer school leadership training programs,
- evaluating and selecting eligible applicants,
- recommending grant recipients and the duration of grants to the Authority,
- collecting and reporting program data from grantees,
- evaluating grantees for grant renewal,
- providing technical assistance to grantees, and
- establishing and convening a statewide Professional Learning Network.

NCASLD contracts with the North Carolina Principals and Assistant Principals' Association to provide program development, support, and oversight, paying the association \$109,657 in 2017. NCASLD also contracts with the North Carolina Association of School Administrators for program support, paying the association \$16,666 in 2017. Lastly, NCASLD hired GrantProse, Inc. to perform a fidelity evaluation of its implementation of the Transforming Principal Preparation Program and a summative evaluation of the grant recipients' effectiveness, paying GrantProse \$79,892 in 2017.

Exhibit 2 lists current grant recipients and award amounts. NCASLD has established the following objectives for Transforming Principal Preparation Program grant recipients:

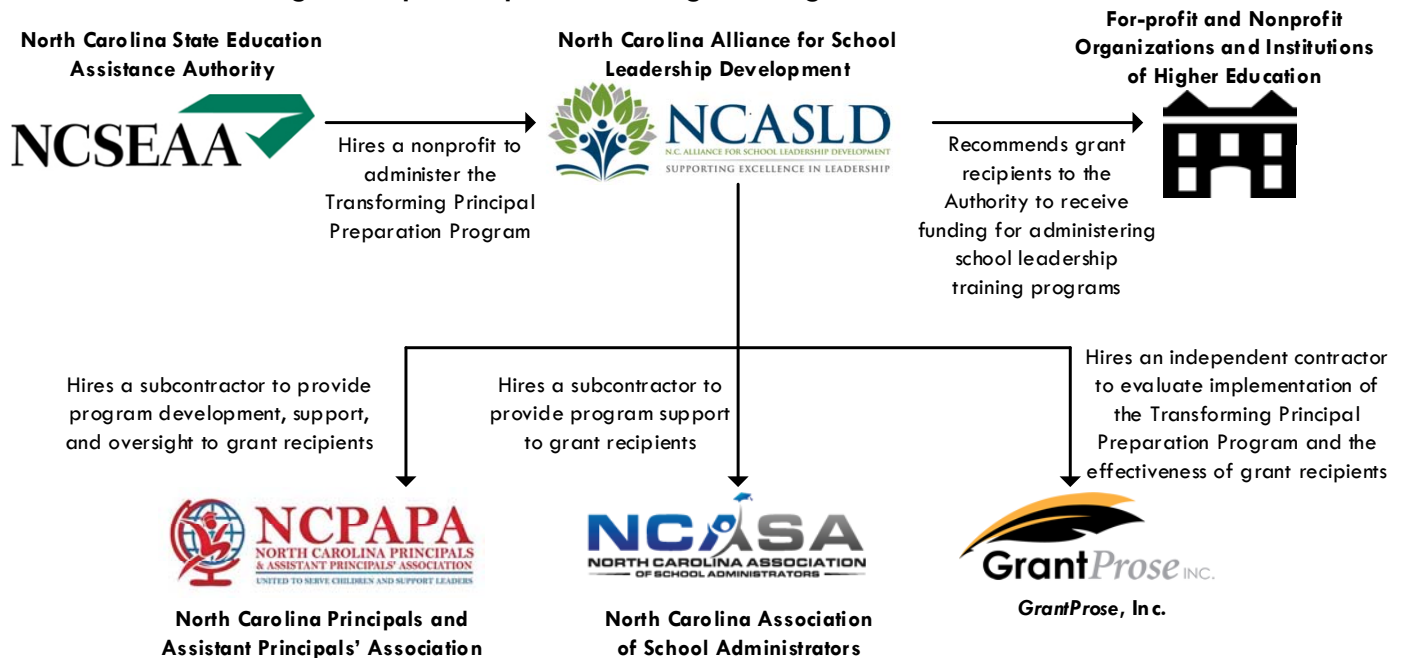
- to prepare candidates to provide instructional leadership, such as developing teachers' instructional practices and analyzing classroom and school-wide data to support teachers;
- to prepare candidates to manage talent, such as developing a high-performing team;
- to prepare candidates to build a positive school culture, such as focusing on high academic achievement for all students, maintaining active engagement with family and community members, and ensuring student safety; and
- to prepare candidates to develop organizational practices, such as aligning staff, budget, and time to the instructional priorities of their schools.

¹ Session Law 2017-57 also directed the Program Evaluation Division to administer a measurability assessment of the Transforming Principal Preparation Program. Pursuant to Chapter 143E of the General Statutes, the measurability

assessment was conducted by an independent assessor and can be found on the Program Evaluation Division's website.

² Session Law 2015-241, Section 11.9.

Exhibit 1: Transforming Principal Preparation Program Organizational Structure



Source: Program Evaluation Division based on information from the Transforming Principal Preparation Program.

Exhibit 2: Transforming Principal Preparation Program Grant Recipients and Amounts

Grant Recipient	Amount Awarded		Number of Program Participants in FY2016–17
	FY2016–17	FY2017–18	
University of North Carolina-Greensboro	\$888,682	\$893,778	20
High Point University	\$888,116	\$893,299	30
North Carolina State University: North Carolina Leadership Academy	\$885,070	\$886,655	20
Sandhills Regional Education Consortium	\$820,072	\$786,968	26
North Carolina State University: Durham Principal Leadership Academy	\$499,409	\$499,144	14
Western Carolina University	\$214,027	\$186,534	10
Total	\$4,195,376	\$4,146,378	120

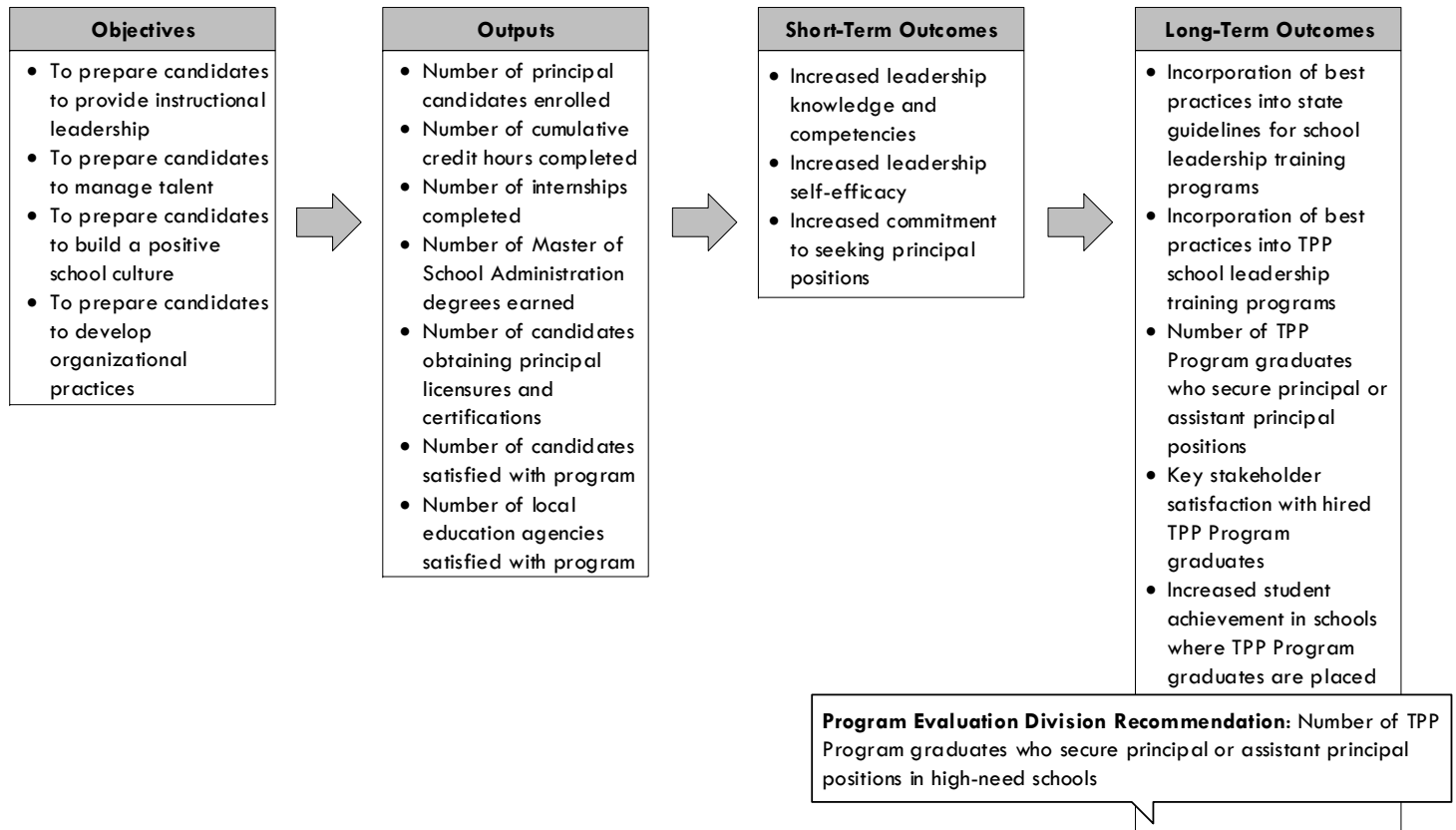
Source: Program Evaluation Division based on information from the Transforming Principal Preparation Program.

Recommendation 1. The General Assembly should direct the North Carolina State Education Assistance Authority to collect long-term outcome data for the Transforming Principal Preparation Program on the number of graduates who secure positions in high-need schools.

GrantProse, the independent contractor hired to assess grant recipients' effectiveness, has specified

the outputs and short- and long-term outcomes it will collect for its summative evaluation. The Program Evaluation Division identified the relevant output and outcome measures that directly align with the Transforming Principal Preparation Program's stated objectives and determined an additional long-term outcome is needed—number of graduates who secure principal or assistant principal positions in high-need schools (see Exhibit 3).

Exhibit 3: Program Outputs and Outcomes that Align with Objectives



Note: TPP stands for Transforming Principal Preparation.

Source: Program Evaluation Division based on information from the Transforming Principal Preparation Program.

The legislation that created the Transforming Principal Preparation Program directs NCASLD to give priority to grant applicants that either propose to focus on or have a record of preparing principals to serve high-need schools, high-need local school administrative units, or both.³ GrantProse's evaluation plan states that preliminary evidence of the Transforming Principal Preparation Program's effectiveness will be based primarily on program participants' placement in high-need schools.

However, the evaluation plan does not include any performance measures that directly assess the number of graduates who obtain positions in high-need schools. Because of the emphasis placed on high-need schools in the legislation establishing the program, the General Assembly should direct the Authority, which will in turn require NCASLD which will ultimately require GrantProse, to collect long-

term outcome data on the number of graduates who secure positions in high-need schools.

Recommendation 2. The General Assembly should direct the North Carolina State Education Assistance Authority to amend its cooperative agreement with the North Carolina Alliance for School Leadership Development to require specific output and outcome data in annual reports on the Transforming Principal Preparation Program.

The cooperative agreement between the Authority and NCASLD, running through June 30, 2019, currently has the following reporting requirements:

- Beginning July 31, 2017, NCASLD must submit an annual report to the Authority with the number of program participants for each grant recipient and a description of how recipients used grant funds.

³ Session Law 2015-241 defines high-need schools as public schools (including charter schools) that are either schools identified under Part A of Title I of the Elementary and Secondary Education Act of 1965; persistently low-achieving schools, as identified by the Department of Public Instruction

for purposes of federal accountability; middle schools that feed into high schools with less than 60% four-year cohort graduation rates; or high schools with less than 60% four-year cohort graduation rates.

- Beginning September 1, 2019, NCASLD must submit an annual report on grant recipient data of its choosing to the Authority and State Board of Education.
- NCASLD must provide ad hoc reports as required by the Authority.

Although the cooperative agreement includes reporting requirements for NCASLD, the agreement does not explicitly state which output and outcome data NCASLD must include in its annual reports. The Program Evaluation Division identified pertinent output and outcome data—which GrantProse is already collecting or is planning to collect—that should be added to the cooperative agreement to ensure NCASLD provides this information in its annual reports on the Transforming Principal Preparation Program. By requiring NCASLD to report specific outputs and outcomes, the Authority

can ensure key stakeholders are informed of the Transforming Principal Preparation Program’s impact.

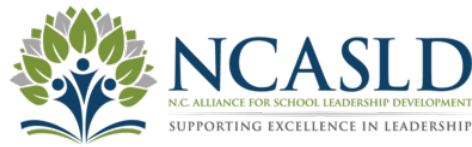
As a condition of receiving state funds in Fiscal Year 2018–19, the General Assembly should direct the Authority to amend its cooperative agreement with NCASLD to require the output and outcome data listed in Exhibit 4 be included in annual reports on the Transforming Principal Preparation Program starting July 31, 2018. Because the cooperative agreement already states that the Authority reserves the right to amend NCASLD’s reporting requirements in the event of changes to state law, the Authority will not need to renegotiate the agreement with NCASLD. The annual reports should be submitted to the Authority, State Board of Education, and Joint Legislative Education Oversight Committee.

Exhibit 4: Output and Outcome Data and Reporting Dates to Be Added to Cooperative Agreement

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 license	
Number of candidates who have completed five-month or longer internships	
Number of Master of School 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	July 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, 2021
Degree to which best practices are incorporated into TPP Program school leadership training programs	
Number of TPP Program graduates who secure principal or assistant principal positions	
Number of TPP Program graduates who secure principal or assistant principal positions in high-need schools	
Level of satisfaction among key stakeholders with TPP Program graduates they have hired	
Increased student achievement in schools where TPP Program graduates are placed	

Note: TPP stands for Transforming Principal Preparation.

For more information on this report, please contact the lead evaluator, Kiernan McGorty, at kiernan.mcgorty@ncleg.net. Staff members who made key contributions to this report include Joanne Brosh and Sidney Thomas. Fifty copies of this public document were printed at a cost of \$X.XX or \$0.XX per copy.



March 23, 2018

John Turcotte
Director, Program Evaluation Division
NC General Assembly
100K Legislative Office Building
Raleigh, NC 27603

Dear Mr. Turcotte:

The North Carolina State Education Assistance Authority (NCSEAA) and the North Carolina Alliance for School Leadership Development (NCASLD) would like to thank the Program Evaluation Division for its thorough review of the materials submitted for examination of the Transforming Principal Preparation (TPP) program. We are pleased to provide this formal response to Report 2018-03, Cooperative Agreement for Implementing Principal Preparation Program Needs Output and Outcome Data.

Long-term Outcome Data on Graduates Securing Positions in High Need Schools

The first recommendation in Report 2018-03 is “to collect long-term outcome data for the Principal Preparation Program on the number of graduates who secure positions in high-need schools.” We agree with this recommendation and have, in fact, always had this in mind although the current logic model does not make use of the term “high-need.” We have adjusted the current logic model’s long-term outcomes to include the number of TPP graduates obtaining positions in high-need schools and the evaluation will collect and report on these data.

Requiring Specific Output and Outcome Data in Annual Reports

The second recommendation in Report 2018-03 is that “the General Assembly should direct the NCSEAA to amend its cooperative agreement with NCASLD to require specific output and outcome data in annual reports on the Principal Preparation Program.” NCSEAA accepts this recommendation and will amend its cooperative agreement with NCASLD to include reporting requirements that explicitly state the identified pertinent data, which are already being collected or are planned to be collected, in its annual reports on the TPP program so that key stakeholders are informed of the TPP program’s impact. As stated in the legislation, these annual reports will be submitted to the NCSEAA, State Board of Education, and Joint Legislative Education Oversight Committee.

Thank you for the opportunity to provide this formal response to Report 2018-03. We are committed to and already working closely together to amend our work to reflect these recommendations and therefore do not believe there is a need for legislative action by the General Assembly to mandate them.

Elizabeth V. McDuffie
Executive Director
NCSEAA

Dr. Shirley Prince
Executive Director
NCPAPA
TPP Program Director