

Measurability Assessment:
**Transforming Principal
Preparation Program**

Gary VanLandingham, Ph.D.

Independent Assessor

Vangaard Evidence-Based Consulting, LLC

Overall assessment

- The Transforming Principal Preparation program generally meets the criteria for a well-managed, low-risk program
 - Fully meets 8 of the 14 indicators
 - Partly meets 6 indicators
- Did an excellent job in documenting its progress
- TPP faces long-term policy issues related to relationships to NC's other principal preparation programs

Overall assessment

Program Name: Transforming Principal Preparation

Measurability Assessment Conducted by: Vangaard Evidence-Based Consulting, LLC

Overall Indicator Ratings and Table of Contents

	Overall Indicator Rating			Page Number
	Meets	Partially Meets	Does Not Meet	
1. Program does not duplicate other related programs.		✓		1
2. Program has a problem definition.	✓			2
3. Program has a logic model.	✓			3
4. Program is evidence-based.		✓		4
5. Program has conducted a scalability analysis.		✓		5
6. Program has a strategic plan.		✓		6
7. Program has performance measures.	✓			7
8. Program has a quality improvement system.		✓		8
9. Program has a risk assessment.	✓			9
10. Program has a financial forecast.		✓		10
11. Program has cost sharing documents.	✓			11
12. Program has conducted a staffing analysis.	✓			12
13. Program has an accounting system.	✓			13
14. Program is audited.	✓			14

Avoids duplication

- TPP is intended to be a transformative program demonstrating evidence-based practices for training school principals
 - Uses 9 evidence-based core features
 - Has inventoried NC's 19 traditional school administrator training programs
- In future, TPP should develop protocols for sharing its evidence-based features with traditional programs

Problem definition

- TPP and its enabling legislation clearly identify the problems facing the State's traditional principal training programs
 - TPP has reviewed extensive research to identify evidence-based best practices
- Suggestion: as program matures, it should periodically update literature review to identify new evidence-based practices

Logic model

- TPP has created a detailed logic model that includes all required key elements and clearly portrays its design and intended long-term outcomes
 - TPP has shared logic model with many key stakeholders
- Suggestion: TPP should share logic model with traditional programs to promote shared mission

Evidence-based

- TPP is based on evidence-based practices
 - Has not yet undergone rigorous impact evaluation, but independent firm is conducting ongoing developmental and fidelity evaluation
 - Impact evaluation to be completed in 2021
- Suggestions:
 - Evaluator should assess data sources
 - As practicable, should compare TPP outcomes to those of NC's traditional principal preparation programs

Scalability analysis

- TPP's initial scalability analysis has considered NC's projected future need for school principals
- Suggestions:
 - In future years, should try to extend scalability analysis to consider potential to extend its reach through the adoption of evidence-based practices by NC's other school administrator training programs
 - Should compare its costs to other programs

Strategic plan

- TPP is operating under five-year strategic plan of its operating entity, the North Carolina Alliance for School Leadership Development
 - Reasonable as TPP is new program; plan includes all required elements
- Suggestion: In future, plan should either incorporate specific TPP goals, objectives, and performance measures, or TPP should create a separate strategic plan

Performance measurement

- TPP has created a set of validated performance measures
 - Data reported in multiple formats including annual evaluation report, quarterly reports, and briefings
- Suggestion: TPP should develop and report consolidated measures, operational definitions, and data sources

Quality improvement system

- TPP has established quality improvement objectives, indicators, and reporting dates
 - Is undergoing formative evaluation by independent firm to help ensure project sites are complying with requirements
- Suggestion: Program should incorporate specific targets in future quality improvement plans

Risk assessment

- TPP has identified and assessed major risks, their probability of occurrence, and potential impact
 - To manage risks, Program has created contingency plans to mitigate each risk and assigned responsibility to specified individuals and groups to manage risks and take actions as needed

Financial forecast

- TPP has developed five-year forecast for expenses allocated to the North Carolina Alliance for School Leadership Development
 - Forecast does not cover revenues and expenditures of project sites
- Suggestion: Forecasts should incorporate all funds appropriated by General Assembly

Cost sharing

- TPP does not require cost sharing & all costs, including tuition and stipends, are paid with state funds
- Suggestions: TPP should consult with the General Assembly to determine at what point, if any, participants should pay tuition as is done in NC's other principal preparation programs

Staffing analysis

- The North Carolina Alliance for School Leadership Development has analyzed workload and staffing needs for administering TPP
- Suggestions: Future analysis should also assess and develop benchmarks for the administrative staffing of project sites, which represent an important part of allocated activities

Accounting system

- The accounting systems used by the entities holding TPP assets (North Carolina Alliance for School Leadership Development & University of NC General Administration) appropriately track assets, liabilities, fund equity/credits, revenues, and expenditures and are capable of producing GASB-compliant financial statements

Audit

- The TPP's fiscal agents undergo annual financial audits
 - Audit reports have not cited adverse findings or recommendations