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Improving School Leadership Through Support, Evaluation, and Incentives

The Pittsburgh Principal Incentive Program

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APPENDIX MATERIALS

Sponsored by the Pittsburgh Public Schools

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Items Comprising the Survey Scales

Table A.1
Principal Survey Scales, Corresponding Items, and Internal Consistency Reliability Estimates

Scale	Item Stem	Item
Professional growth experiences (year 3 alpha = 0.62, year 4 alpha = 0.72)	How much did each of the following experiences from this school year (including summer) contribute to your professional growth as a principal?	PPS principal Leadership Academies
		TLT school visits
		Learning walks in your own building with your instructional leadership team
		One-on-one coaching from your assistant superintendent
		Professional development addressing specific core curriculum content or programs
		Professional development on using data
		Self-assessment on Administrators' Performance Standard Rubric
Leadership Academy professional development (year 3 alpha = 0.90, year 4 alpha = 0.89)	Please think about the professional development you have received through the PPS principal Leadership Academies this school year (including summers). To what extent do you agree or disagree with the following statements? Overall, the professional development I have received through the Leadership Academies has helped me to. . . .	Reading or hearing about other colleagues' DPG projects
		Use data to improve student achievement
		Monitor teachers' instruction (e.g., through observations)
		Provide useful feedback to teachers on their instruction
		Understand my teachers' professional-development needs
		Implement district curriculum and instructional initiatives
		Develop and articulate a coherent vision for teaching and learning at my school
		Build a school culture that promotes a focus on student learning
		Provide effective supports to low-performing students

Table A.1—Continued

Scale	Item Stem	Item
Assistant superintendent support for general leadership (year 3 alpha = 0.94, year 4 alpha = 0.95)	Please rate the quality of the support you have received from your assistant superintendent this year (including one-on-one meetings during TLT visits) in each of the following areas.	Communicating your concerns or suggestions to other central office staff
		Communicating in a clear and timely way about district policy
		Acquiring needed resources for your school
		Providing fair and accurate feedback on your performance
		Helping you identify your leadership strengths and weaknesses
Assistant superintendent support for instructional leadership (year 3 alpha = 0.94, year 4 alpha = 0.93)	Please rate the quality of the support you have received from your assistant superintendent this year (including one-on-one meetings during TLT visits) in each of the following areas.	Helping you improve your rubric performance
		Coaching you on providing feedback that helps your teachers to improve their instruction
		Coaching you on how to evaluate your teachers
		Helping you support teachers on improvement plans
		Helping you design professional development for your staff
Time spent on management (year 3 alpha = 0.60, year 4 alpha = 0.68)	Thinking about the nature of your work this school year, please estimate how much time you devote to each activity in a typical week.	Helping you select professional development that meets your own needs
		Providing support for curriculum implementation in your building
		Handling student discipline issues
		Addressing compliance issues stemming from Title I or special education requirements
		Overseeing other management issues (e.g., budget issues, personnel, administrative paperwork)
Time spent on instruction (year 3 alpha = 0.88, year 4 alpha = 0.90)	Thinking about the nature of your work this school year, please estimate how much time you devote to each activity in a typical week.	Communicating or interacting with parents and the community
		Developing or leading professional development for staff
		Working on tasks related to PPIP (e.g., gathering evidence for rubric, working on DPG plan)
		Observing in teachers' classrooms and providing feedback
		Evaluating teachers
		Working with teachers on improvement plans
		Reviewing student achievement data myself
		Reviewing student achievement data with other staff
		Working with the instructional coaches, ITLs, grade or department leaders, or other instructional leaders in my building
		Supporting curriculum implementation in my building

Table A.1—Continued

Scale	Item Stem	Item
School instructional improvement efforts (year 3 alpha = 0.84, year 4 alpha = 0.84)	Please indicate your level of agreement about instructional improvement efforts in your school during the current school year.	Most teachers in this school use data for instructional decision making on a regular basis
		Most teachers in this school have the necessary knowledge and skills to use data effectively
		When I observe in classrooms, I usually see specific evidence of data being used to support instruction
		Our school-level PD is well-aligned to specific school needs
		When I observe in classrooms, I usually see specific evidence of things we are working on in professional development being implemented
		When I provide feedback on instruction, I usually see that showing up in teachers' practice
		I see evidence that teachers are changing their practice in response to coach feedback
		I am able to delegate some management tasks to others so I can focus my time and effort on high-priority areas
TLT school visits (year 3 alpha = 0.94, year 4 alpha = 0.92)	Please indicate your level of agreement with the following questions about TLT visits to your school during the current school year.	I have a strong instructional leadership team in this school
		Input from the TLT has been a major influence on this school's instructional improvement efforts this year
		Working with the TLT has improved how we use data in this school
		During its visits, the TLT is able to gather fair and actionable data about instruction
		The TLT that visits this school has the right mix of expertise to support our needs
		When the TLT makes a recommendation, [it] provide[s] plenty of follow-up and support in implementing [that recommendation]
		The TLT process is collaborative and nonjudgmental
		Most of my teaching staff feels that the TLT provides constructive, nonevaluative feedback
		There is significant continuity in the issues of focus from one TLT visit to the next
		The next steps generated from TLT visits are specific enough to act on

Table A.1—Continued

Scale	Item Stem	Item
Opinions about the Administrators' Performance Standard Rubric (year 3 alpha = 0.78, year 4 alpha = 0.84)	To what extent do you agree or disagree with the following statements about the Administrators' Performance Standard Rubric that is used to determine salary increments?	<p>The performance evaluation process using the Administrators' Performance Standard Rubric is fair to all principals in PPS, regardless of the type of school in which they work</p> <p>The rubric does a good job of distinguishing effective from ineffective principals in PPS</p> <p>I have altered how I allocate my time toward the leadership tasks emphasized on the rubric</p> <p>I have a clear understanding of what I need to do in order to achieve a salary increase</p> <p>The rubric evaluation process has helped me think about my leadership strengths and weaknesses</p> <p>The rubric evaluation process is applied consistently by all of the assistant superintendents</p>

NOTE: We did not create a scale representing principals' opinions of the achievement bonus measure because the items did not cluster in ways that facilitated the development of a scale.

Table A.2
Coach Survey Scales, Corresponding Items, and Internal Consistency Reliability Estimates

Scale	Item Stem	Item
Principal instructional effectiveness (year 3 alpha = 0.96, year 4 alpha = 0.98)	Please indicate your level of agreement or disagreement with the following statements. The principal in my building. . . .	<p>Aligns resources to the needs and goals of the school</p> <p>Builds a professional learning community</p> <p>Makes sure that school staff members have time to review assessment data and plan together</p> <p>Helps teachers understand and interpret student assessment data</p> <p>Participates in instructional planning with teams of teachers</p> <p>Protects teaching and learning time from distractions</p> <p>Visits classrooms at least three times per week</p> <p>Provides useful feedback to teachers on their instruction</p> <p>Makes sure that teachers get the professional development they need</p> <p>Spends an appropriate amount of time observing in classrooms and giving feedback</p> <p>Is skilled at coaching teachers on instruction</p> <p>Is knowledgeable about the curriculum the teachers are implementing</p> <p>Has provided feedback to teachers that resulted in measurable improvements in classroom instruction</p> <p>Has provided opportunities for in-school professional development that meets teachers' needs</p> <p>Has provided teachers with opportunities for in-school professional development that resulted in measurable improvements in classroom instruction</p>

Table A.2—Continued

Scale	Item Stem	Item
Principal management effectiveness (year 3 alpha = 0.95, year 4 alpha = 0.97)	Please indicate your level of agreement or disagreement with the following statements. The principal in my building. . . .	Makes good use of instructional expertise and leadership of other staff members at the school
		Communicates a clear academic vision for this school
		Translates the vision into educational programs, plans, and actions
		Understands and responds effectively to the political and cultural context in which the school operates
		Is able to delegate some management tasks to others so he or she can focus time and effort on instructional leadership activities
		Is an effective manager who makes the building run smoothly
		Reinforces school rules for student conduct and backs staff up when needed
		Engages in effective community outreach
		Reaches out and makes families feel welcome and respected in the school
		Engages school staff in shared decision making
School-level professional development and data use (year 3 alpha = 0.87, year 4 alpha = 0.92)	Please indicate your level of agreement about data use and professional development in your school during the current school year.	Most teachers in this school use data for instructional decision making on a regular basis
		Most teachers in this school have the necessary knowledge and skills to use data effectively
		When I observe in classrooms, I usually see specific evidence of data being used to support instruction
		Our school-level professional development is well-aligned to specific school needs
		When I observe in classrooms, I usually see specific evidence of things we are working on in professional development being implemented
		When I provide feedback on instruction, I usually see that showing up in teachers' practice
		There is a strong instructional leadership team in this school

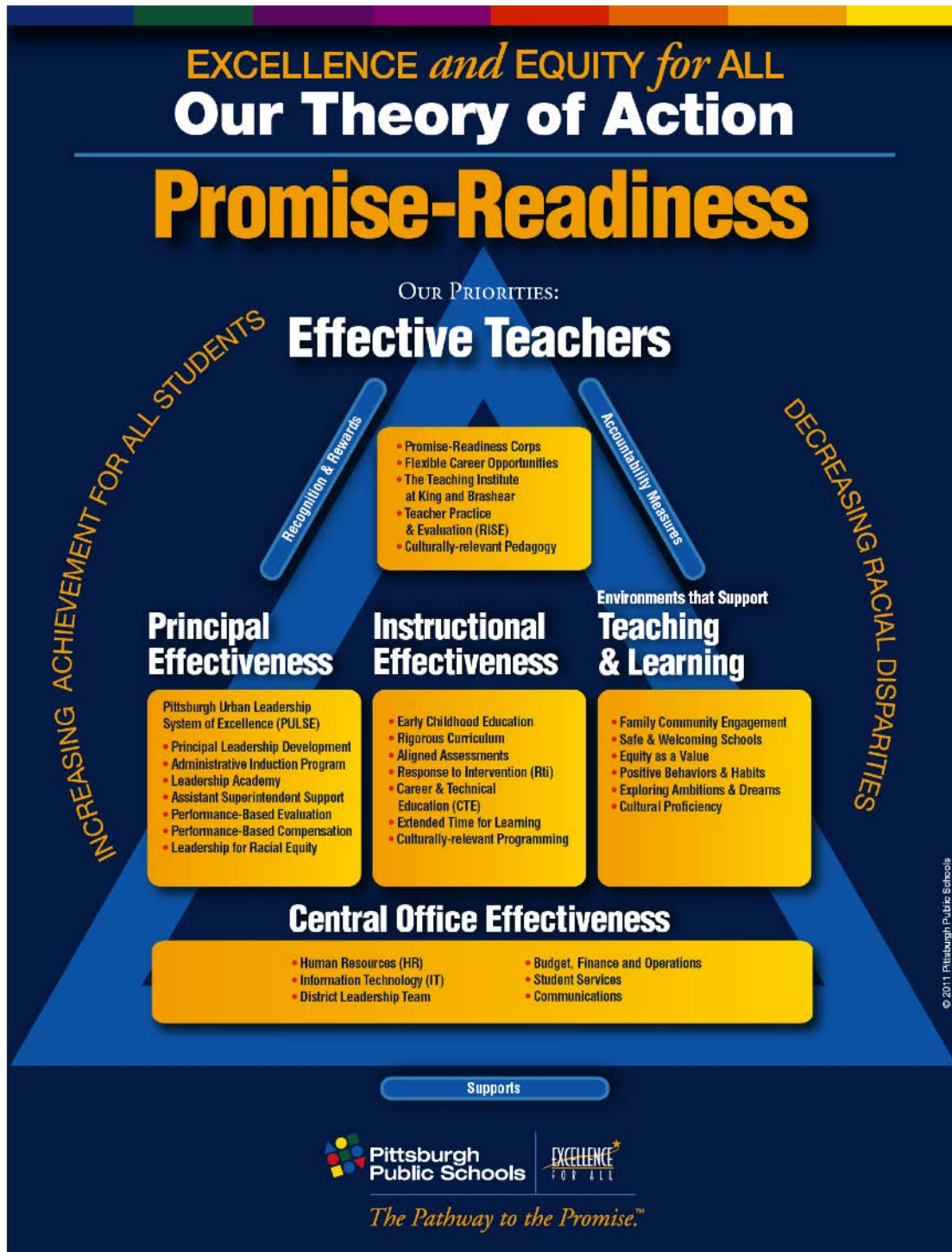
Table A.2—Continued

Scale	Item Stem	Item
TLT school visits (year 3 alpha = 0.94, year 4 alpha = 0.91)	Please indicate your level of agreement with the following questions about TLT visits to your school.	<p data-bbox="824 285 1377 338">Input from the TLT has been a major influence on this school's instructional improvement efforts this year</p> <p data-bbox="824 359 1377 411">Working with the TLT has improved how we use data in this school</p> <p data-bbox="824 432 1328 485">During its visits, the TLT is able to gather fair and actionable data about instruction</p> <p data-bbox="824 506 1328 558">The TLT that visits this school has the right mix of expertise to support our needs</p> <p data-bbox="824 579 1395 642">When the TLT makes a recommendation, [it] provide[s] adequate follow-up and support in implementing [that recommendation]</p> <p data-bbox="824 663 1360 695">The TLT process is collaborative and nonjudgmental</p> <p data-bbox="824 716 1344 768">There is significant continuity in the issues of focus from one TLT visit to the next</p> <p data-bbox="824 789 1360 835">The next steps generated from TLT visits are specific enough to act on</p>

District Theory of Action

Figure B.1 is a reproduction of PPS's TOA illustration.

Figure B.1
Pittsburgh Public Schools Theory of Action



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Administrators' Performance Standard Rubric: Standards and Changes over Implementation of the Pittsburgh Principal Incentive Program

Table C.1
Administrators' Performance Standard Rubric

Standard	Standard Wording and Effective Date			
	Original Rubric: Effective Fall 2007	Effective October 8, 2007	Effective July 1, 2009	Effective July 1, 2010
1: The vision of learning	The principal promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, and stewardship of a vision of learning that is shared and supported by the school community.	No changes	Manages human capital to improve performance
2: The culture of teaching and learning	The principal promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	No changes	Creates a culture of teaching and learning [in which] all students, including those from low-income families [and] racial minority groups, thrive socially and academically
3: The management of learning	The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	No changes	Supports learning by managing the school operations and resources for a safe, efficient, and effective learning environment
4: Relationships with the broader community to foster learning	The principal promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	No changes	Builds relationships with the broader community to foster support and improve student outcomes

Table C.1—Continued

Standard	Standard Wording and Effective Date			
	Original Rubric: Effective Fall 2007	Effective October 8, 2007	Effective July 1, 2009	Effective July 1, 2010
5: Integrity, fairness, and ethics in learning	The principal promotes the success of all students by acting with integrity and fairness and in an ethical manner.	A school administrator is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.	No changes	Exhibits high personal and professional standards of performance
6: The political, social, economic, legal, and cultural context of learning	The principal promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	No changes	Dropped
7: The leadership of learning	The principal promotes the success of all students by engaging school staff in decision making at the school level and expanding leadership skills at the district, community, state, and national levels.	A school administrator is an educational leader who promotes the success of all students by engaging school staff in decision making at the school level and expanding leadership skills at the district, community, state, and national levels.	No changes	Dropped

Survey Tables

This appendix contains tables detailing the results of the surveys we conducted.

Principal Survey Tables

Table D.1
Year 4 Principal Survey Responses to Items Related to Professional Growth (%)

Response	Not at All	Small Amount	Moderate Amount	Large Amount
Participation in your own DPG project (N = 26)	0	23	23	54
Training or coaching from Focus on Results (N = 29)	7	17	24	52
Learning walks in your own building with your own instructional leadership team (N = 55)	0	20	46	36
PPS principal Leadership Academies (N = 61)	0	18	36	46
Professional development you pursue outside of the district (e.g., Pennsylvania Inspired Leaders) (N = 40)	8	23	35	35
Training or coaching from America's Choice (N = 10)	30	10	30	30
One-on-one coaching from your assistant superintendent (N = 54)	9	28	33	30
PAIA (N = 16)	19	0	56	25
TLT school visits (N = 58)	7	40	29	24
Professional development addressing specific core curriculum content or programs (e.g., training with curriculum supervisors, central office staff, or partners) (N = 58)	2	26	55	17
Self-assessment on Administrators' Performance Standard Rubric (N = 60)	10	33	40	17
Professional development on using data (e.g., data training provided by the Research, Assessment, and Accountability office or by curriculum supervisor) (N = 56)	16	30	41	13
Reading or hearing about other colleagues' DPG projects (N = 39)	23	41	28	8

NOTE: The survey item read, "How much did each of the following experiences from this school year (including summer) contribute to your professional growth as a principal?" Percentages exclude principals who indicated that the item was not applicable. Responses are sorted in descending order by percentage responding "large amount." Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.2
Linked Principal Survey Responses to Items Related to Professional Growth, Years 2, 3, and 4 (%)

Response	Not at All			A Small Amount			A Moderate Amount			A Large Amount		
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
Learning walks in your own building with your own instructional leadership team (N = 20)	0	0	0	10	5	20	45	25	25	45	70	55
Professional development you pursue outside of the district (e.g., Pennsylvania Inspired Leaders) (N = 13)	0	0	8	31	23	23	23	23	31	46	54	38
Professional development on using data (e.g., data training provided by the Research, Assessment, and Accountability office or by curriculum supervisor) (N = 20)	0	0	5	15	25	30	40	45	35	45	30	30
PPS principal Leadership Academies (N = 21)	0	0	0	24	10	24	19	38	48	57	52	29
Professional development addressing specific core curriculum content or programs (e.g., training with curriculum supervisors, central office staff, or partners) (N = 20)	0	0	0	15	20	25	40	30	50	45	50	25
One-on-one coaching from your assistant superintendent (N = 16)	13	0	19	25	31	13	13	31	44	50	38	25
TLT school visits (N = 19)	11	5	5	11	21	32	21	53	42	58	21	21
Self-assessment on Administrators' Performance Standard Rubric (N = 17)	12	12	29	29	53	29	24	29	24	35	6	18

NOTE: The survey item read, "How much did each of the following experiences from this school year (including summer) contribute to your professional growth as a principal?" Responses are sorted in descending order by percentage responding "a large amount" in year 4. Percentages exclude principals who indicated that the item was not applicable. The table presents linked principal data from years 2, 3, and 4. Some items were not asked in all years. Percentages may not sum to 100 because of rounding. N may vary across items due to missing responses. None of the differences between year 2 and year 4 responses is statistically significant ($p < 0.05$); these paired t-tests were performed on the mean difference in the item scale scores rather than the difference between the percentages marking strongly disagree/disagree and strongly agree/agree. Items with N less than 10 are omitted.

Table D.3
Linked Principal Survey Responses to Items Related to Professional Growth, Years 3 and 4 (%)

Response	Not at All		A Small Amount		A Moderate Amount		A Large Amount	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
Participation in my own DPG project (N = 12)	17	0	17	17	25	17	42	67
Training or coaching from Focus on Results (N = 14)	0	0	21	14	14	21	64	64
Learning walks in your own building with your own instructional leadership team* (N = 33)	0	0	3	21	30	27	67	52
Professional development you pursue outside of the district (e.g., Pennsylvania Inspired Leaders) (N = 24)	4	4	21	25	33	29	42	42
PPS principal Leadership Academies* (N = 35)	0	0	11	23	29	37	60	40
One-on-one coaching from your assistant superintendent (N = 29)	0	10	21	28	31	28	48	34
TLT school visits (N = 32)	6	3	19	41	50	28	25	28
Professional development on using data (e.g., data training provided by the Research, Assessment, and Accountability office or by curriculum supervisor) (N = 32)	6	9	16	31	41	38	38	22
Professional development addressing specific core curriculum content or programs (e.g., training with curriculum supervisors, central office staff, or partners) (N = 31)	0	0	19	19	26	61	55	19
Self-assessment on Administrators' Performance Standard Rubric (N = 30)	13	17	33	33	37	33	17	17
Reading or hearing about other colleagues' DPG projects (N = 23)	39	26	22	43	35	22	4	9

NOTE: The survey item read, "How much did each of the following experiences from this school year (including summers) contribute to your professional growth as a principal?" Responses are sorted in descending order by percentage responding "a large amount" in year 4. The table presents linked principal data from years 3 and 4. Some items were not asked in all years. Percentages exclude principals who indicated that the item was not applicable. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses. Items with N less than 10 are omitted. * = statistically significant ($p < 0.05$); these paired t-tests were performed on the mean rather than the difference between strongly disagree/disagree and strongly agree/agree.

Table D.4
Year 4 Principal Survey Responses to Items Related to Professional Development Received Through the Leadership Academies (%)

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
Monitor teachers' instruction (e.g., through observations) (N = 61)	0	11	49	39
Provide useful feedback to teachers on their instruction (N = 61)	0	15	49	36
Build a school culture that promotes a focus on student learning (N = 61)	0	25	52	23
Implement the district curriculum and instructional initiatives (N = 60)	3	10	70	17
Develop and articulate a coherent vision for teaching and learning at my school (N = 61)	2	30	52	16
Learn from other principals (N = 61)	7	31	46	16
Use data to improve student achievement (N = 60)	8	23	53	15
Understand my teachers' professional-development needs (N = 61)	2	41	48	10
Provide effective supports to low-performing students (N = 60)	8	45	38	8
Work effectively with families and community members (N = 61)	8	56	30	7
Understand the broader political, social, economic, legal, and cultural context in which my school operates (N = 61)	8	44	41	7
Address the most-pressing issues in my school (N = 60)	15	45	35	5

NOTE: The survey item read, "Please think about the professional development you have received through the PPS principal Leadership Academies this school year (including summer). To what extent do you agree or disagree with the following statements? Overall, the professional development I have received through the Leadership Academies has helped me to. . . ." Responses are sorted in descending order by percentage responding that they strongly agreed. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.5
Linked Principal Survey Responses to Items Related to Professional Development Received Through the Leadership Academies, Years 2, 3, and 4 (%)

Response	Disagree			Strongly Disagree			Agree			Strongly Agree		
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
Monitor teachers' instruction (e.g., through observations) (N = 20)	10	0	0	10	0	25	60	40	35	20	60	40
Provide useful feedback to teachers on their instruction* (N = 22)	14	0	0	14	0	14	59	50	55	14	50	32
Build a school culture that promotes a focus on student learning (N = 22)	5	0	0	14	9	23	55	59	55	27	32	23
Use data to improve student achievement* (N = 22)	5	0	9	14	9	32	45	50	41	36	41	18
Learn from other principals* (N = 22)	5	0	9	9	14	32	50	64	41	36	23	18
Provide effective supports to low-performing students (N = 22)	18	0	5	9	27	45	64	41	32	9	32	18
Implement the district curriculum and instructional initiatives (N = 22)	0	0	5	5	5	14	77	55	68	18	41	14
Develop and articulate a coherent vision for teaching and learning at my school* (N = 22)	0	0	0	9	9	36	68	59	50	23	32	14
Understand my teachers' professional-development needs (N = 22)	9	0	0	18	14	45	64	59	45	9	27	9
Understand the broader political, social, economic, legal, and cultural context in which my school operates (N = 21)	14	0	10	24	57	48	52	38	38	10	5	5
Address the most-pressing issues in my school (N = 22)	9	5	23	36	36	36	50	50	36	5	9	5
Work effectively with families and community members (N = 22)	14	0	9	36	45	55	45	50	32	5	5	5

NOTE: The survey item read, "Think about the professional development you have received through the Leadership Academies. To what extent do you agree or disagree with the following statements? Overall, the professional development I have received through the Leadership Academies has helped me to . . ." Responses are sorted in descending order by percentage responding that they strongly agreed in year 4. The table presents linked principal data from years 2, 3, and 4. Some items were not asked in all years. * = the difference between year 2 and year 4 responses is statistically significant ($p < 0.05$); these paired t-tests were performed on the mean difference in the item scale scores rather than the difference between the percentages marking strongly disagree/disagree and strongly agree/agree. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses. Items with N of less than 10 are omitted.

Table D.6
Linked Principal Survey Responses to Items Related to Professional Development Received Through the Leadership Academies, Years 3 and 4 (%)

Response	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
Monitor teachers' instruction (e.g., through observations) (N = 34)	0	0	3	15	35	38	62	47
Provide useful feedback to teachers on their instruction (N = 35)	0	0	3	9	49	49	49	43
Build a school culture that promotes a focus on student learning (N = 35)	0	0	9	20	51	49	40	31
Learn from other principals* (N = 35)	0	6	11	31	54	40	34	23
Use data to improve student achievement* (N = 35)	0	9	14	26	46	46	40	20
Develop and articulate a coherent vision for teaching and learning at my school* (N = 35)	0	0	9	31	60	49	31	20
Implement the district curriculum and instructional initiatives* (N = 35)	3	6	6	11	49	69	43	14
Understand my teachers' professional-development needs* (N = 35)	0	0	14	34	57	51	29	14
Provide effective supports to low-performing students* (N = 34)	3	6	24	47	44	35	29	12
Understand the broader political, social, economic, legal, and cultural context in which my school operates (N = 35)	0	9	46	40	49	43	6	9
Work effectively with families and community members* (N = 35)	3	9	37	51	49	31	11	9
Address the most-pressing issues in my school* (N = 35)	6	14	31	43	54	37	9	6

NOTE: The survey item read, "Think about the professional development you have received through the Leadership Academies. To what extent do you agree or disagree with the following statements? Overall, the professional development I have received through the Leadership Academies has helped me to. . . ." Responses are sorted in descending order by percentage responding that they strongly agreed in year 4. * = statistically significant ($p < 0.05$); these paired t-tests were performed on the mean rather than the difference between strongly disagree/disagree and strongly agree/agree. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses. The table presents linked principal data from years 3 and 4. Some items were not asked in all years. Items with N of less than 10 are omitted.

Table D.7
Year 4 Principal Survey Responses to Items Related to Quality of Support Received from Assistant Superintendents (%)

Response	Poor	Fair	Good	Excellent	N/A
Communicating in a clear and timely way about district policy (N = 61)	7	16	31	39	7
Communicating your concerns or suggestions to other central office staff (N = 60)	7	20	33	37	3
Acquiring needed resources for your school (N = 61)	8	23	30	30	10
Providing fair and accurate feedback on your performance (N = 61)	13	16	31	28	11
Coaching you on providing feedback that helps your teachers to improve their instruction (N = 60)	10	25	27	27	12
Helping you identify your leadership strengths and weaknesses (N = 61)	15	15	31	25	15
Helping you support teachers on improvement plans (N = 61)	7	28	31	23	11
Helping you improve your rubric performance (N = 61)	13	21	25	20	21
Coaching you on how to evaluate your teachers (N = 60)	10	23	37	18	12
Providing support for curriculum implementation in your building (N = 61)	8	21	38	16	16
Helping you select professional development that meets your own needs (N = 60)	18	15	35	15	17
Helping you design professional development for your staff (N = 60)	13	27	30	10	20
Supporting your work on your DPG project (N = 18)	0	22	56	22	—

NOTE: The survey item read, "Please rate the quality of the support you have received from your assistant superintendent this year (including one-on-one meetings during TLT visits) in each of the following areas." Responses are sorted in descending order by percentage responding "excellent." Percentages may not sum to 100 because of rounding. Principals who responded "not applicable" to the question about DPG projects are omitted from the calculations for that item.

Table D.8
Linked Principal Survey Responses to Items Related to the Quality of Support Received from Assistant Superintendents, Years 2, 3, and 4 (%)

Response	Poor			Fair			Good			Excellent			N/A		
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
Communicating your concerns or suggestions to other central office staff (N = 21)	19	10	10	10	29	19	24	19	29	43	38	38	5	5	5
Coaching you on providing feedback that helps your teachers to improve their instruction (N = 21)	10	0	5	19	19	29	33	29	33	33	38	29	5	14	5
Acquiring needed resources for your school (N = 21)	10	5	10	19	33	29	29	14	29	38	38	24	5	10	10
Helping you improve your rubric performance (N = 21)	24	5	19	10	24	10	29	24	38	33	14	19	5	33	14
Helping you identify your leadership strengths and weaknesses (N = 22)	14	9	18	23	23	9	23	27	41	36	27	18	5	14	14
Providing fair and accurate feedback on your performance (N = 22)	18	9	18	5	14	18	32	36	41	45	36	18	0	5	5
Helping you select professional development that meets your own needs (N = 22)	18	5	14	14	27	18	27	23	41	32	27	14	9	18	14
Helping you design professional development for your staff (N = 21)	19	5	14	14	19	19	43	38	43	14	14	10	10	24	14

NOTE: The survey item read, "Please rate the quality of the support you have received from your assistant superintendent this year (including one-on-one meetings during TLT visits) in each of the following areas." Responses are sorted in descending order by percentage responding "excellent" in year 4. The table presents linked principal data from years 2, 3, and 4. Some items were not asked in all years. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.9
Linked Principal Survey Responses to Items Related to the Quality of Support Received from Assistant Superintendents, Years 3 and 4 (%)

Response	Poor		Fair		Good		Excellent		N/A	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
Communicating your concerns or suggestions to other central office staff (N = 36)	8	8	22	11	19	28	44	50	6	3
Communicating in a clear and timely way about district policy (N = 37)	0	5	16	11	38	32	38	49	8	3
Acquiring needed resources for your school (N = 37)	8	5	24	22	16	27	43	35	8	11
Coaching you on providing feedback that helps your teachers to improve their instruction (N = 36)	3	3	19	28	28	28	39	33	11	8
Helping you identify your leadership strengths and weaknesses (N = 37)	5	11	16	8	30	32	41	32	8	16
Providing fair and accurate feedback on your performance (N = 36)	6	14	14	11	25	36	53	28	3	11
Helping you support teachers on improvement plans (N = 37)	0	3	22	22	27	38	32	24	19	14
Helping you improve your rubric performance (N = 37)	5	11	19	14	32	32	22	22	22	22
Coaching you on how to evaluate your teachers (N = 35)	0	6	26	17	31	40	31	23	11	14
Providing support for curriculum implementation in your building (N = 37)	0	5	27	14	38	46	30	19	5	16
Helping you select professional development that meets your own needs (N = 37)	5	14	24	14	24	38	27	19	19	16
Helping you design professional development for your staff (N = 37)	5	11	22	19	32	35	19	14	22	22

NOTE: The survey item read, "Please rate the quality of the support you have received from your assistant superintendent this year (including one-on-one meetings during TLT visits) in each of the following areas." Responses are sorted in descending order by percentage responding "excellent" in year 4. The table presents linked principal data from years 3 and 4. Some items were not asked in all years. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.10
Year 4 Principal Survey Responses to Items Related to Time Allocation (%)

Response	Not Done Weekly	1–4 Hours	5–10 Hours	11–15 Hours	>15 Hours
Observing in teachers' classrooms and providing feedback (N = 59)	0	5	36	41	19
Handling student discipline issues (N = 59)	5	32	25	19	19
Overseeing other management issues (e.g., budget issues, personnel, administrative paperwork) (N = 59)	0	31	41	15	14
Evaluating teachers (N = 58)	3	16	36	33	12
Working on tasks related to PPIP (e.g., gathering evidence for rubric, working on DPG plan) (N = 59)	34	31	20	5	10
Developing or leading professional development for staff (N = 59)	14	59	15	3	8
Attending meetings about or otherwise dealing with district-wide issues (N = 59)	27	36	20	8	8
Working with teachers on improvement plans (N = 57)	12	53	16	12	7
Working with the instructional coaches, ITLs, grade or department leaders, or other instructional leaders in my building (N = 59)	3	49	36	5	7
Communicating or interacting with parents and the community (N = 58)	0	24	48	22	5
Reviewing student achievement data myself (N = 58)	10	62	16	7	5
Addressing compliance issues stemming from Title I or special education requirements (N = 59)	20	47	24	3	5
Supporting curriculum implementation in my building (N = 59)	0	54	31	12	3
Reviewing student achievement data with other staff (N = 59)	22	53	14	8	3

NOTE: The survey item read, "Below is a list of activities that can be part of a principal's job. Thinking about the nature of your work this school year, please estimate how much time you devote to each activity in a typical week." Responses are sorted in descending order by percentage responding ">15 hours." Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.11
Linked Principal Survey Responses to Items Related to Time Allocation, Years 2, 3, and 4 (%)

Response	Not Done Weekly			1–4 Hours			5–10 Hours			11–15 Hours			>15 Hours		
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
Observing in teachers’ classrooms and providing feedback* (N = 21)	14	0	0	57	5	0	29	29	33	0	52	48	0	14	19
Overseeing other management issues (e.g., budget issues, personnel, administrative paperwork) (N = 21)	0	0	0	24	33	38	43	38	33	24	19	10	10	10	19
Handling student discipline issues (N = 19)	5	11	5	37	32	42	37	21	21	16	21	21	5	16	11
Developing or leading professional development for staff (N = 21)	5	5	5	76	48	57	19	24	19	0	14	10	0	10	10
Attending meetings about or otherwise dealing with district-wide issues (N = 21)	19	14	24	38	43	33	33	33	24	10	5	10	0	5	10
Working with the instructional coaches, ITLs, grade or department leaders, or other instructional leaders in my building (N = 21)	0	5	0	38	29	33	52	57	43	5	5	14	5	5	10
Working on tasks related to PPIP (e.g., gathering evidence for rubric, working on DPG plan)* (N = 21)	0	33	33	10	29	19	38	29	38	33	0	5	19	10	5
Addressing compliance issues stemming from Title I or special education requirements (N = 21)	29	0	5	48	71	48	5	19	43	14	0	0	5	10	5
Communicating or interacting with parents and the community (N = 21)	0	0	0	29	19	33	48	57	38	10	14	24	14	10	5

NOTE: The survey item read, “Below is a list of activities that can be part of a principal’s job. Thinking about the nature of your work this school year, please estimate the amount of time you devote to each activity in a typical week.” Responses are sorted in descending order by percentage responding “>15 hours” in year 4. * = the difference between year 2 and year 4 responses is statistically significant ($p < 0.05$); these paired t-tests were performed on the mean difference in the item scale scores rather than the difference between the percentages marking strongly disagree/disagree and strongly agree/agree. The table presents linked principal data from years 2, 3, and 4. Some items were not asked in all years. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.12
Linked Principal Survey Responses to Items Related to Time Allocation, Years 3 and 4 (%)

Response	Not Done Weekly		1–4 Hours		5–10 Hours		11–15 Hours		>15 Hours	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
Observing in teachers’ classrooms and providing feedback (N = 34)	0	0	6	3	29	32	47	44	18	21
Overseeing other management issues (e.g., budget issues, personnel, administrative paperwork) (N = 34)	0	0	32	32	35	35	18	15	15	18
Handling student discipline issues (N = 32)	6	3	25	31	34	31	16	22	19	13
Evaluating teachers (N = 32)	6	0	13	13	41	38	31	38	9	13
Working on tasks related to PPIP (e.g., gathering evidence for rubric, working on DPG plan) (N = 34)	21	29	44	26	24	29	0	6	12	9
Developing or leading professional development for staff (N = 34)	6	9	50	59	21	21	12	6	12	6
Working with teachers on improvement plans (N = 31)	29	19	32	52	16	13	10	10	13	6
Attending meetings about or otherwise dealing with district-wide issues (N = 34)	24	26	35	35	29	26	3	6	9	6
Working with the instructional coaches, ITLs, grade or department leaders, or other instructional leaders in my building (N = 34)	3	0	26	41	50	44	9	9	12	6
Addressing compliance issues stemming from Title I or special education requirements (N = 34)	12	12	59	47	18	32	3	6	9	3
Communicating or interacting with parents and the community (N = 34)	0	0	29	26	38	44	21	26	12	3
Reviewing student achievement data myself (N = 32)	6	9	53	53	28	22	0	13	12	3
Reviewing student achievement data with other staff (N = 34)	9	15	50	56	29	18	6	12	6	0
Supporting curriculum implementation in my building* (N = 34)	0	0	12	41	47	38	29	21	12	0

NOTE: The survey item read, “Below is a list of activities that can be part of a principal’s job. Thinking about the nature of your work this school year, please estimate the amount of time you devote to each activity in a typical week.” Responses are sorted in descending order by percentage responding “>15 hours” in year 4. * = statistically significant ($p < 0.05$); these paired t-tests were performed on the mean rather than the difference between strongly disagree/disagree and strongly agree/agree. The table presents linked principal data from years 3 and 4. Some items were not asked in all years. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.13
Year 4 Principal Survey Responses to Items Related to Leadership Practice Changes

Response	Areas in Which My Leadership Skills Have Grown the Most Since PPIP (N = 52)		Areas in Which I Would Like to See PPS Provide More Training and Support (N = 57)	
	%	Count	%	Count
Supporting curriculum implementation in my building	5	3	36	22
Working on student achievement data with other staff	13	7	28	16
Handling student discipline issues	2	1	18	10
Developing or leading professional development for staff	13	7	15	9
Communicating or interacting with parents and the community	0	0	16	9
Observing in teachers' classrooms and providing feedback	71	37	12	7
Working on tasks related to PPIP (e.g., gathering evidence for rubric, working on DPG plan)	2	1	12	7
Attending meetings about or otherwise dealing with district-wide issues	1	1	12	2
Working with teachers on improvement plans	23	12	11	6
Working with the instructional coaches, ITLs, grade or department leaders, or other instructional leaders in your building	13	7	9	5
Reviewing student achievement data myself	10	5	5	3
Evaluating teachers	38	20	7	4
Addressing compliance issues stemming from Title I or special education requirements	2	1	4	2
Overseeing other management issues (e.g., budget issues, personnel, administrative paperwork)	0	0	0	0

NOTE: Principals were instructed to choose up to two responses in each column. The denominator is the total number of principals who provided a response in each column. Responses are sorted in descending order by percentage responding "areas in which I would like to see PPS provide more training and support." Percentages may not sum to 100 because of rounding.

Table D.14
Linked Year 3 and 4 Principal Survey Responses to Items Related to Leadership Practice Changes

Response	Areas in Which My Leadership Skills Have Grown the Most Since PPIP				Areas in Which I Would Like to See PPS Provide More Training and Support			
	Year 3 (N = 35)		Year 4 (N = 30)		Year 3 (N = 31)		Year 4 (N = 33)	
	%	Count	%	Count	%	Count	%	Count
Supporting curriculum implementation in my building	17	6	7	2	13	4	39	13
Working on student achievement data with other staff	3	1	17	5	3	1	24	8
Handling student discipline issues	0	0	3	1	6	2	21	7
Working with teachers on improvement plans	31	11	7	2	19	6	15	5
Observing in teachers' classrooms and providing feedback	3	1	80	24	26	8	12	4
Working on tasks related to PPIP (e.g., gathering evidence for rubric, working on DPG plan)	26	9	3	1	10	3	12	4
Developing or leading professional development for staff	23	8	20	6	16	5	9	3
Evaluating teachers	51	18	33	10	23	7	9	3
Reviewing student achievement data myself	6	2	10	3	16	5	9	3
Addressing compliance issues stemming from Title I or special education requirements	0	0	3	1	13	4	6	2
Communicating or interacting with parents and the community	0	0	0	0	6	2	6	2
Overseeing other management issues (e.g., budget issues, personnel, administrative paperwork)	6	2	0	0	10	3	0	0
Attending meetings about or otherwise dealing with district-wide issues	0	0	0	0	0	0	0	0
Working with the instructional coaches, ITLs, grade or department leaders, or other instructional leaders in your building	14	5	17	5	0	0	0	0

NOTE: Principals were instructed to choose up to two responses in each column. The denominator is the total number of principals who provided a response in each column. Responses are sorted in descending order by percentage responding "areas in which I would like to see PPS provide more training and support." Percentages may not sum to 100 because of rounding.

Table D.15
Year 4 Principal Survey Responses to Items Related to Instructional Improvement Efforts (%)

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
I have a strong instructional leadership team in this school (N = 60)	3	13	53	30
I am able to delegate some management tasks to others so I can focus my time and effort on high-priority areas (N = 60)	3	27	45	25
Most teachers in this school use data for instructional decision making on a regular basis (N = 61)	3	31	43	23
Our school-level professional development is well aligned to specific school needs (N = 60)	3	15	63	18
When I provide feedback on instruction, I usually see that showing up in teachers' practice (N = 61)	2	7	77	15
When I observe in classrooms, I usually see specific evidence of things we are working on in professional development being implemented (N = 60)	2	12	73	14
I see evidence that teachers are changing their practice in response to coach feedback (N = 58)	0	17	72	10
Most teachers in this school have the necessary knowledge and skills to use data effectively (N = 61)	2	30	61	8
When I observe in classrooms, I usually see specific evidence of data being used to support instruction (N = 60)	5	35	55	5

NOTE: The survey item read, "Please indicate your level of agreement about instructional improvement efforts in your school during the current school year (2010–2011)." Responses are sorted in descending order by percentage responding that they strongly agreed. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.16
Linked Years 3 and 4 Principal Survey Responses to Items Related to Instructional Improvement Efforts (%)

Response	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
I have a strong instructional leadership team in this school (N = 33)	0	0	9	6	36	58	55	36
Most teachers in this school use data for instructional decision making on a regular basis (N = 34)	0	3	12	18	50	50	38	29
Our school-level professional development is well aligned to specific school needs* (N = 34)	0	0	0	18	50	56	50	26
I am able to delegate some management tasks to others so I can focus my time and effort on high-priority areas (N = 34)	6	3	15	24	50	47	29	26
When I provide feedback on instruction, I usually see that showing up in teachers' practice (N = 34)	0	0	3	0	68	82	29	18
Most teachers in this school have the necessary knowledge and skills to use data effectively (N = 34)	0	0	15	21	62	68	24	12
When I observe in classrooms, I usually see specific evidence of things we are working on in professional development being implemented (N = 33)	0	0	3	3	73	85	24	12
When I observe in classrooms, I usually see specific evidence of data being used to support instruction (N = 33)	3	3	18	24	64	67	15	6

NOTE: The survey item read, "Please indicate your level of agreement about instructional improvement efforts in your school during the current school year." Responses are sorted in descending order by percentage responding that they strongly agreed in year 4. * = statistically significant ($p < 0.05$). These paired t-tests were performed on the mean rather than the difference between strongly disagree/disagree and strongly agree/agree. The table presents linked principal data from years 3 and 4. Some items were not asked in all years. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.17
Year 4 Principal Survey Responses to Items Related to Teaching and Learning Team Visits (%)

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
The TLT that visits this school has the right mix of expertise to support our needs (N = 50)	8	26	56	10
The next steps generated from TLT visits are specific enough to act on (N = 51)	14	24	53	10
Input from the TLT has been a major influence on this school's instructional improvement efforts this year (N = 52)	19	35	38	8
Working with the TLT has improved how we use data in this school (N = 50)	20	36	36	8
Most of the teaching staff feels that the TLT provides constructive, nonevaluative feedback (N = 49)	18	35	39	8
During its visits, the TLT is able to gather fair and actionable data about instruction (N = 51)	10	27	57	6
When the TLT makes a recommendation, [it] provide[s] adequate follow-up and support in implementing [that recommendation] (N = 51)	29	47	18	6
The TLT process is collaborative and nonjudgmental (N = 51)	14	20	61	6
There is significant continuity in the issues of focus from one TLT visit to the next (N = 50)	18	28	50	4

NOTE: The survey item read, "Please indicate your level of agreement with the following questions about TLT visits to your school." Responses are sorted in descending order by percentage indicating that they strongly agreed. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.18
Linked Years 3 and 4 Principal Survey Responses to Items Related to Teaching and Learning Team Visits (%)

Response	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
Most of my teaching staff feels that the TLT provides constructive, nonevaluative feedback (N = 29)	7	17	24	28	55	45	14	10
Input from the TLT has been a major influence on this school's instructional improvement efforts this year (N = 30)	3	20	37	33	47	40	13	7
The TLT that visits this school has the right mix of expertise to support our needs (N = 28)	4	4	14	18	68	71	14	7
The TLT process is collaborative and nonjudgmental (N = 29)	7	7	24	14	48	72	21	7
The next steps generated from TLT visits are specific enough to act on* (N = 29)	0	10	14	24	66	59	21	7
There is significant continuity in the issues of focus from one TLT visit to the next* (N = 28)	0	18	17	29	72	50	11	4
Working with the TLT has improved how we use data in this school* (N = 29)	0	17	41	45	48	34	10	3
When the TLT makes a recommendation, [it] provide[s] plenty of follow-up and support in implementing [that recommendation]* (N = 29)	14	28	45	48	34	21	7	3
During its visits, the TLT is able to gather fair and actionable data about instruction* (N = 28)	0	11	14	14	75	75	11	0

NOTE: The survey item read, "Please indicate your level of agreement with the following questions about TLT visits to your school during the current school year." Responses are sorted in descending order by percentage responding that they strongly agreed in year 4. * = statistically significant ($p < 0.05$); these paired t-tests were performed on the mean rather than the difference between strongly disagree/disagree and strongly agree/agree. The table presents linked principal data from years 3 and 4. Some items were not asked in all years. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.19
Year 4 Principal Survey Responses to Items Related to the Achievement Bonus (%)

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
I have not altered my practices as a result of the prospect of earning a bonus (N = 51)	14	18	37	31
The bonus program has negatively affected principals' morale (N = 52)	19	48	23	10
Rewarding individual principals based on test-score gains is problematic because the principal has limited control over student learning in the school (N = 53)	21	42	30	8
The bonus program has negatively affected principals' willingness to collaborate (N = 51)	29	57	10	4
The district is providing the resources and support I need to meet the targets required to earn a bonus (N = 52)	33	38	25	4
The PPIP method of awarding bonuses is fair to all principals in PPS, regardless of the type of school in which they work (N = 53)	36	42	21	2
District staff have communicated about how the achievement bonus is calculated in a way that is clear and understandable to me (N = 52)	42	27	29	2
If the achievement bonus were larger, I would be more motivated to put in extra effort (N = 51)	69	29	2	0
The PPIP method of awarding bonuses does a good job of distinguishing effective from ineffective principals in PPS (N = 51)	27	63	10	0

NOTE: The survey item read, "To what extent do you agree or disagree with the following statements about the achievement bonus component of PPIP?" Responses are sorted in descending order by percentage responding that they strongly agreed. Principals who stated they were not eligible for a bonus were instructed to skip this item. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.20
Year 3 Principal Survey Responses to Items Related to the Achievement Bonus (%)

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
I have not altered my practices as a result of the prospect of earning a bonus	3	18	40	40
Rewarding individual principals based on test-score gains is problematic because the principal has limited control over student learning in the school	13	45	25	18
The bonus program has negatively affected principals' morale	10	43	33	15
The bonus program has negatively affected principals' willingness to collaborate	18	50	23	10
The PPIP method of awarding bonuses is fair to all principals in PPS, regardless of the type of school in which they work	50	25	18	8
District staff have communicated about how the achievement bonus is calculated in a way that is clear and understandable to me	28	38	28	8
The targets I need to reach in order to receive a bonus are realistic	10	55	28	8
If the achievement bonus were larger, I would be more motivated to put in extra effort	67	31	0	3
The PPIP method of awarding bonuses does a good job of distinguishing effective from ineffective principals in PPS	45	43	13	0
The district is providing the resources and support I need to meet the targets required to earn a bonus	20	43	38	0

NOTE: The survey item read, "To what extent do you agree or disagree with the following statements about the achievement bonus component of PPIP?" N = 40. Responses are sorted in descending order by percentage responding that they strongly agreed. Percentages may not sum to 100 because of rounding.

Table D.21
Linked Principal Survey Responses to Items Related to the Achievement Bonus, Years 2, 3, and 4 (%)

Response	Disagree			Strongly Disagree			Agree			Strongly Agree		
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
I have not altered my practices as a result of the prospect of earning a bonus (N = 14)	7	0	21	29	21	21	43	50	29	21	29	29
Rewarding individual principals based on test-score gains is problematic because the principal has limited control over student learning in the school* (N = 13)	0	8	38	31	46	23	31	31	31	38	15	8
The district is providing the resources and support I need to meet the targets required to earn a bonus (N = 14)	43	14	21	21	50	57	36	36	21	0	0	0
The PPIP method of awarding bonuses is fair to all principals in PPS, regardless of the type of school in which they work (N = 14)	50	57	50	29	29	36	21	14	7	0	0	7
The PPIP method of awarding bonuses does a good job of distinguishing effective from ineffective principals in PPS (N = 14)	43	43	36	43	50	57	14	7	7	0	0	0

NOTE: The survey item read, "To what extent do you agree or disagree with the following statements about the achievement bonus component of PPIP?" Responses are sorted in descending order by percentage responding that they strongly agreed in year 4. * = the difference between year 2 and year 4 responses is statistically significant ($p < 0.05$); these paired t-tests were performed on the mean difference in the item scale scores rather than the difference between the percentages marking strongly disagree/disagree and strongly agree/agree. The table presents linked principal data from years 2, 3, and 4. Some items were not asked in all years. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.22
Linked Principal Survey Responses to Items Related to the Achievement Bonus, Years 3 and 4 (%)

Response	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
I have not altered my practices as a result of the prospect of earning a bonus (N = 28)	4	11	21	14	43	32	32	43
The bonus program has negatively affected principals' morale (N = 28)	7	14	50	39	29	32	14	14
Rewarding individual principals based on test-score gains is problematic because the principal has limited control over student learning in the school (N = 28)	14	25	46	39	25	29	14	7
The bonus program has negatively affected principals' willingness to collaborate (N = 27)	15	26	67	52	11	15	7	7
The PPIP method of awarding bonuses is fair to all principals in PPS, regardless of the type of school in which they work (N = 28)	46	46	25	32	25	18	4	4
District staff have communicated about how the achievement bonus is calculated in a way that is clear and understandable to me (N = 28)	32	43	36	29	21	25	11	4
The district is providing the resources and support I need to meet the targets required to earn a bonus (N = 28)	14	25	46	46	39	25	0	4
The PPIP method of awarding bonuses does a good job of distinguishing effective from ineffective principals in PPS (N = 28)	50	43	36	50	14	7	0	0
If the achievement bonus were larger, I would be more motivated to put in extra effort (N = 27)	67	78	33	19	0	4	0	0

NOTE: The survey item read, "To what extent do you agree or disagree with the following statements about the achievement bonus component of PPIP?" Responses are sorted in descending order by percentage responding that they strongly agreed in year 3. Principals who stated they were not eligible for a bonus were instructed to skip this item. The table presents linked principal data from years 3 and 4. Some items were not asked in all years. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.23
Year 4 Principal Awareness of the High-Need Bonus Premium (%)

Survey Item	Yes	No
Are you aware that principals who work in high-need schools are eligible to receive a premium as part of their bonus? (N = 58)	48	52

Table D.24
Year 4 Principal Survey Responses Related to the High-Need Bonus Premium (%)

Measure	Strongly Disagree	Disagree	Agree	Strongly Agree
The high-need bonus premium is an incentive for principals to work in high-need schools (N = 29)	48	31	14	7

NOTE: The survey item read, "Please indicate your level of agreement or disagreement with the following statement." Percentages may not sum to 100 because of rounding. Principals who indicated that they were not aware that principals of high-need schools were eligible to receive a bonus premium were instructed to skip this question.

Table D.25
Year 4 Principal Survey Responses to Items Related to the Administrators' Performance Standard Rubric (%)

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
Collecting rubric documentation requires an excessive amount of paperwork (N = 51)	0	33	37	29
The rubric evaluation process has helped me think about my leadership strengths and weaknesses (N = 50)	4	10	74	12
The performance evaluation process using the Administrators' Performance Standard Rubric is fair to all principals in PPS, regardless of the type of school in which they work (N = 52)	23	38	29	10
The Administrators' Performance Standard Rubric contains so many standards and components that I can't possibly address all of them (N = 50)	4	58	30	8
The rubric does a good job of distinguishing effective from ineffective principals in PPS (N = 51)	16	47	33	4
I have altered how I allocate my time toward the leadership tasks emphasized on the rubric (N = 50)	18	44	34	4
It will be relatively difficult for me to earn a salary increase this year because conditions in my school prevent me from engaging in the practices specified by the rubric (N = 51)	16	69	12	4
I have a clear understanding of what I need to do in order to achieve a salary increase (N = 52)	15	27	54	4
The rubric evaluation process is applied consistently by all of the assistant superintendents (N = 40)	35	43	20	3
If the rubric salary increment were larger, I would be more motivated to put in extra effort (N = 51)	49	49	0	2
The targets I need to meet (i.e., ratings of "proficient" or "accomplished") are realistic (N = 50)	2	22	74	2
The online system for collecting rubric evidence has significantly reduced the paperwork burden (N = 49)	22	41	35	2
The district is providing the resources and support I need to meet the targets required to earn a salary increase (N = 50)	16	44	40	0
The rubric evaluation process has negatively affected my relationship with my assistant superintendent (N = 49)	35	57	8	0

NOTE: The survey item read, "To what extent do you agree or disagree with the following statements about the Administrators' Performance Standard Rubric that is used to determine salary increments?" Principals who did not participate in the rubric-based evaluation the previous year were instructed to skip this item. Responses are sorted in descending order by percentage responding that they strongly agreed. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.26
Year 3 Principal Survey Responses to Items Related to the Administrators' Performance Standard Rubric (%)

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
Collecting rubric documentation requires an excessive amount of paperwork	6	31	28	36
The Administrators' Performance Standard Rubric contains so many standards and components that I can't possibly address all of them	0	53	24	24
The system ignores important aspects of my performance that are not measured by the rubric	5	29	45	21
The rubric evaluation process has helped me think about my leadership strengths and weaknesses	5	3	79	13
The online system for collecting rubric evidence has significantly reduced the paperwork burden	24	21	47	9
The performance evaluation process using the Administrators' Performance Standard Rubric is fair to all principals in PPS, regardless of the type of school in which they work	16	21	55	8
I have altered how I allocate my time toward the leadership tasks emphasized on the rubric	21	29	42	8
I have a clear understanding of what I need to do in order to achieve a salary increase	8	14	70	8
The rubric evaluation process has negatively affected my relationship with my assistant superintendent	46	43	3	8
It will be relatively difficult for me to earn a salary increase this year because conditions in my school prevent me from engaging in the practices specified by the rubric	16	68	11	5
The district is providing the resources and support I need to meet the targets required to earn a salary increase	18	32	45	5
If the rubric salary increment were larger, I would be more motivated to put in extra effort	53	45	—	3
The targets I need to meet (i.e., ratings of "proficient" or "accomplished") are realistic	13	11	74	3
The requirement that a principal's school must meet AYP in order to receive the full salary increment is reasonable	24	50	24	3
The rubric does a good job of distinguishing effective from ineffective principals in PPS	16	34	50	0
The rubric evaluation process is applied consistently by all of the assistant superintendents	55	18	27	0

NOTE: The survey item read, "To what extent do you agree or disagree with the following statements about the Administrators' Performance Standard Rubric that is used to determine salary increments?" N = 38. Principals who did not participate in the rubric-based evaluation the previous year were instructed to skip this item. Responses are sorted in descending order by percentage responding that they strongly agreed. Percentages may not sum to 100 because of rounding.

Table D.27

Linked Principal Survey Responses to Items Related to the Administrators' Performance Standard Rubric, Years 2, 3, and 4 (%)

Response	Disagree			Strongly Disagree			Agree			Strongly Agree		
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
The rubric evaluation process has negatively affected my relationship with my assistant superintendent (N = 12)	25	42	25	58	50	58	0	8	17	17	0	0
The rubric evaluation process has helped me think about my leadership strengths and weaknesses (N = 13)	15	15	8	15	0	15	62	69	62	8	15	15
The performance evaluation process using the Administrators' Performance Standard Rubric is fair to all principals in PPS, regardless of the type of school in which they work (N = 13)	46	23	23	0	15	46	54	62	23	0	0	8
The rubric does a good job of distinguishing effective from ineffective principals in PPS (N = 13)	46	23	15	8	31	54	45	46	31	0	0	0
I have altered how I allocate my time toward the leadership tasks emphasized on the rubric (N = 12)	33	33	25	17	33	42	50	33	33	0	0	0
It will be relatively difficult for me to earn a salary increase this year because conditions in my school prevent me from engaging in the practices specified by the rubric (N = 13)	15	0	15	62	85	62	15	15	23	8	0	0
I have a clear understanding of what I need to do in order to achieve a salary increase (N = 12)	25	17	17	8	0	25	67	83	58	0	0	0
The Administrators' Performance Standard Rubric contains so many standards and components that I can't possibly address all of them (N = 13)	15	0	8	31	54	46	31	15	46	23	31	0
The targets I need to meet (i.e., ratings of "proficient" or "accomplished") are realistic (N = 13)	15	15	0	31	0	31	54	85	69	0	0	0
The district is providing the resources and support I need to meet the targets required to earn a salary increase (N = 13)	31	23	15	38	31	54	31	46	31	0	0	0

NOTE: The survey item read, "To what extent do you agree or disagree with the following statements about the Administrators' Performance Standard Rubric that is used to determine salary increments?" Responses are sorted in descending order by percentage responding that they strongly agreed in year 4. The table presents linked principal data from years 2, 3, and 4. Some items were not asked in all years. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.28
Linked Principal Survey Responses to Items Related to the Administrators' Performance Standard Rubric, Years 3 and 4 (%)

Response	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
Collecting rubric documentation requires an excessive amount of paperwork (N = 24)	8	0	46	46	21	25	25	29
The performance evaluation process using the Administrators' Performance Standard Rubric is fair to all principals in PPS, regardless of the type of school in which they work (N = 26)	19	27	15	31	58	27	8	15
The rubric evaluation process has helped me think about my leadership strengths and weaknesses (N = 26)	8	8	4	8	77	77	12	8
The online system for collecting rubric evidence has significantly reduced the paperwork burden (N = 21)	19	14	19	38	52	43	10	5
The rubric does a good job of distinguishing effective from ineffective principals in PPS (N = 25)	24	20	24	40	52	36	0	4
I have altered how I allocate my time toward the leadership tasks emphasized on the rubric (N = 25)	24	24	24	40	48	32	4	4
I have a clear understanding of what I need to do in order to achieve a salary increase (N = 25)	12	16	4	24	80	56	4	4
The Administrators' Performance Standard Rubric contains so many standards and components that I can't possibly address all of them (N = 26)	0	4	58	58	19	35	23	4
The targets I need to meet (i.e., ratings of "proficient" or "accomplished") are realistic (N = 26)	15	0	0	23	81	73	4	4
If the rubric salary increment were larger, I would be more motivated to put in extra effort (N = 26)	54	54	46	42	0	0	0	4
It will be relatively difficult for me to earn a salary increase this year because conditions in my school prevent me from engaging in the practices specified by the rubric (N = 25)	16	16	72	64	12	20	0	0
The district is providing the resources and support I need to meet the targets required to earn a salary increase (N = 26)	15	15	23	46	54	38	8	0
The rubric evaluation process has negatively affected my relationship with my assistant superintendent (N = 25)	52	44	40	44	4	12	4	0
The rubric evaluation process is applied consistently by all of the assistant superintendents (N = 19)	53	53	11	32	37	16	0	0

NOTE: The survey item read, "To what extent do you agree or disagree with the following statements about the Administrators' Performance Standard Rubric that is used to determine salary increments?" Responses are sorted in descending order by percentage responding that they strongly agreed in year 4. Principals who did not participate in the rubric-based evaluation the previous year were instructed to skip this item. The table presents linked response data. Some items were not asked in all years. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.29
Year 3 Principal Survey Responses to Items Related to the Impact of Directed Professional Growth (%)

Response	No Impact	Minor Impact	Moderate Impact	Substantial Impact
Development of specific new strategies or practices I use in my school	10	10	30	50
How I think about instructional leadership	17	13	23	47
Classroom instruction in this building	7	23	23	47
Strategies, lessons, or practices from my DPG project being used by other principals in the district	32	7	36	25
How I spend my time on a daily basis	10	30	43	17

NOTE: The survey item read, "Please indicate how much of an impact your DPG project has had in each of the following areas." N = 30. Responses are sorted in descending order by percentage responding that there was a substantial impact. Principals were instructed to answer this question only if they had participated in a DPG project. Percentages may not sum to 100 because of rounding.

Coach Survey Tables, Year 4

Table D.30
Coach Survey Responses to Items Related to Level of Agreement with Statements About Principals (%)

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
Makes sure that school staff members have time to review assessment data and plan together (N = 60)	8	12	43	37
Visits classrooms at least three times per week (N = 59)	5	7	53	36
Is skilled at coaching teachers on instruction (N = 58)	7	24	48	21
Aligns resources to the needs and goals of the school (N = 60)	3	15	43	38
Spends an appropriate amount of time observing in classrooms and giving feedback (N = 59)	5	12	46	37
Makes good use of instructional expertise and leadership of other staff members at the school (N = 58)	7	16	40	38
Makes sure that teachers get the professional development they need (N = 59)	5	12	39	44
Is knowledgeable about the curriculum the teachers are implementing (N = 60)	7	18	57	18
Has provided feedback to teachers that resulted in measureable improvements in classroom instruction (N = 58)	5	22	52	21
Has provided opportunities for in-school professional development that meets teachers' needs (N = 60)	3	15	43	38
Protects teaching and learning time from distractions (N = 60)	12	7	52	30
Has provided teachers with opportunities for in-school professional development that resulted in measurable improvements in classroom instruction (N = 59)	5	15	54	25
Builds a professional learning community (N = 60)	8	13	47	32
Helps teachers understand and interpret student assessment data (N = 59)	9	17	39	34
Provides useful feedback to teachers on their instruction (N = 57)	5	18	40	37
Participates in instructional planning with teams of teachers (N = 60)	12	27	37	25

NOTE: The survey item read, "Please indicate your level of agreement or disagreement with the following statements. The principal in my building. . . ." Responses are sorted in descending order by percentage responding that they strongly agreed. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.31
Coach Survey Responses to Items Related to Level of Agreement with Statements About Principals’ Instructional Leadership Skills (%)

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
Is able to delegate some management tasks to others so he or she can focus time and effort on instructional leadership activities (N = 60)	5	12	48	35
Communicates a clear academic vision for this school (N = 60)	7	10	38	45
Translates the vision into educational programs, plans, and actions (N = 60)	8	12	50	30
Understands and responds effectively to the political and cultural context in which the school operates (N = 60)	8	13	48	30
Is an effective manager who makes the building run smoothly (N = 60)	8	15	45	32
Reinforces school rules for student conduct and backs staff up when needed (N = 59)	5	20	36	39
Engages in effective community outreach (N = 58)	9	9	48	35
Reaches out and makes families feel welcome and respected in the school (N = 59)	3	7	51	39
Engages school staff in shared decision making (N = 58)	7	12	50	31

NOTE: The survey item read, “Please indicate the extent to which you agree or disagree with the following statements. The principal in my building. . .” Responses are sorted in descending order by percentage responding that they strongly agreed. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.32
Coach Survey Responses to Items Related to Changes in Frequency of Principals' Activities Between School Years (%)

Response	Don't Know	Spending Less Time	No Change	Spending More Time
Observing in teachers' classrooms and providing feedback	6	0	6	89
Supporting curriculum implementation in my building	3	0	39	58
Working with the instructional coaches, ITLs, grade or department leaders, or other instructional leaders in my building	0	8	47	44
Leading in-school professional development for staff	3	11	42	44
Developing in-school professional development for staff	0	8	53	39
Working with teachers to use student achievement data	6	6	53	36
Communicating or interacting with parents and the community	17	6	47	31

NOTE: The survey item read, "Please indicate the changes, if any, you have seen in frequency of the following activities performed by your principal between last school year (2009–2010) and this school year (2010–2011). Between last year and this year, the principal in my building has been. . . ." N = 36. Coaches were instructed to skip this item if they changed schools in the past year. Responses are sorted in descending order by percentage responding that the principal was spending more time. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses. Four respondents selected "other." Their responses were (1) more time handling disciplinary problems as a result of school choice, (2) more time increasing her content or instructional practice knowledge in core subjects, (3) more time on RISE-related activities, and (4) less time supporting and encouraging teachers in the building.

Table D.33
Coach Survey Responses to Items Related to Data Use and Professional Development (%)

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
Most teachers in this school use data for instructional decision making on a regular basis (N = 58)	5	22	43	29
There is a strong instructional leadership team in this school (N = 59)	14	17	41	29
Our school-level professional development is well aligned to specific school needs (N = 58)	9	12	57	22
Most teachers in this school have the necessary knowledge and skills to use data effectively (N = 58)	5	22	55	17
When I observe in classrooms, I usually see specific evidence of things we are working on in professional development being implemented (N = 59)	5	17	66	12
I see evidence that teachers are changing their practice in response to feedback from the principal (N = 55)	9	16	64	11
When I provide feedback on instruction, I usually see that showing up in teachers' practice (N = 59)	3	10	76	10
When I observe in classrooms, I usually see specific evidence of data being used to support instruction (N = 57)	5	30	56	9

NOTE: The survey item read, "Please indicate your level of agreement or disagreement about data use and professional development in your school during the current school year (2010–2011)." Responses are sorted in descending order by percentage responding that they strongly agreed. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Table D.34
Coach Survey Responses to Items Related to Level of Agreement with Statements About the Teaching and Learning Teams (%)

Response	Strongly Disagree	Disagree	Agree	Strongly Agree
Most of the teaching staff feels they are being evaluated when the TLT visits (N = 59)	2	12	44	42
The next steps generated from TLT visits are specific enough to act on (N = 58)	5	14	60	21
Input from the TLT has been a major influence on this school's instructional improvement efforts this year (N = 59)	5	22	56	17
The TLT that visits this school has the right mix of expertise to support our needs (N = 59)	3	15	64	17
There is significant continuity in the issues of focus from one TLT visit to the next (N = 57)	4	32	51	14
Working with the TLT has improved how we use data in this school (N = 57)	7	35	47	11
The TLT process is collaborative and nonjudgmental (N = 59)	10	32	48	10
During its visits, the TLT is able to gather fair and actionable data about instruction (N = 58)	7	17	66	10
When the TLT makes a recommendation, [it] provide[s] adequate follow-up and support in implementing [that recommendation] (N = 59)	14	34	42	10

NOTE: The survey item read, "Please indicate your level of agreement or disagreement with the following questions about the TLTs." Responses are sorted in descending order by percentage responding that they strongly agreed. Percentages may not sum to 100 because of rounding. N may vary across items because of missing responses.

Year 4 Survey Respondent Demographics

Principals

Table D.35
Year 4 Principal and Coach Survey Response Rates (%)

Respondent	Response Rate
Principals (N = 61)	95
Coaches (N = 60)	78

Table D.36
Year 4 Grade Configuration of Respondents' Schools (%)

K-5 (N = 19)	K-8 (N = 17)	6-8 (N = 7)	High School (N = 14)	Special School or Other (N = 3)
32	28	12	23	5

NOTE: The survey item read, "Please indicate your school's grade configuration." Sample size = 61. "High School" includes schools that combine middle and high school grades.

Table D.37
Year 4 Principal Survey Response Rates, by Experience Level (%)

Experience Level	Response Rate
Novice (N = 7)	14
Experienced (N = 44)	88

Table D.38
Year 4 Accelerated Learning Academy Status of Principals' Schools, 2010-2011 (%)

Yes (N = 5)	No (N = 45)
10	90

NOTE: The survey item read, "Is your school an ALA?" Sample size = 61.

Table D.39
Years as Principal in Pittsburgh Public Schools, 2010-2011, Year 4 (%)

1-2 Years (N = 7)	3-9 Years (N = 29)	10 or More Years (N = 15)
14	58	29

NOTE: The survey item read, "How many total years have you been a principal in the PPS district (including this year)?" Sample size = 61.

Table D.40
Linked Principal Data: Grade Configuration of Respondents' Schools, Years 2, 3, and 4

School Configuration	Year 2 (N = 23)		Year 3 (N = 22)		Year 4 (N = 23)	
	%	N	%	N	%	N
K-5	39	9	45	10	43	10
K-8	26	6	18	4	26	6
6-8	13	3	14	3	9	2
High school (including schools that combine middle and high school grades)	13	3	14	3	13	3
Special school or other	9	2	9	2	9	2

NOTE: The survey item read, "Please indicate your school's grade configuration." Percentages may not sum to 100 because of rounding. N may vary across years because of missing responses.

Table D.41
Linked Principal Data: Accelerated Learning Academy Status of Principals' Schools, Years 2, 3, and 4

Year	Yes		No	
	%	N	%	N
2 (N = 23)	9	2	91	21
3 (N = 22)	5	1	95	21
4 (N = 23)	4	1	96	22

NOTE: The survey item read, "Is your school an ALA?" Percentages may not sum to 100 because of rounding. N may vary across years because of missing responses.

Table D.42
Linked Principal Data: Principal Survey Response Rates, by Experience Level, Years 2, 3, and 4

Year	Experience Level			
	Novice		Experienced	
	%	N	%	N
2 (N = 21)	38	8	62	13
3 (N = 22)	32	7	68	15
4 (N = 22)	0	0	100	22

NOTE: Percentages may not sum to 100 because of rounding. N may vary across years because of missing responses.

Table D.43
Linked Principal Data: Grade Configuration of Respondents' Schools, Years 3 and 4

Configuration	Year 3		Year 4	
	%	N	%	N
K-5	41	13	44	14
K-8	22	7	22	7
6-8	22	7	19	6
High school (including schools that combine middle and high school grades)	9	3	9	3
Special school or other	6	2	6	2

NOTE: The survey item read, "Please indicate your school's grade configuration." Sample size = 32. Percentages may not sum to 100 because of rounding.

Table D.44
Accelerated Learning Academy
Status of Principals' Schools,
Years 3 and 4 (%)

Year	Yes (N = 2)	No (N = 30)
3	6	94
4	6	94

NOTE: The survey item read, "Is your school an ALA?" Sample size = 32. Percentages may not sum to 100 because of rounding.

Table D.45
Principal Survey Response Rates,
by Experience Level, Years 3
and 4

Year	Experience Level			
	Novice		Experienced	
	%	N	%	N
3	26	8	74	23
4	3	1	97	30

NOTE: Sample size = 31. Percentages may not sum to 100 because of rounding. N shown in parentheses.

Coaches

Table D.46
Grade Configuration of Coaches' Schools, 2010–2011 (%)

K–5 (N = 20)	K–8 (N = 21)	6–8 (N = 7)	High School (N = 11)	Special School or Other (N = 0)
34	36	12	19	0

NOTE: The survey item read, "Please indicate your school's grade configuration." Sample size = 59. "High School" includes schools that combine middle and high school grades. We cannot provide grade level-specific response rates because, in 2010–2011, many coaches worked across levels. Percentages may not sum to 100 because of rounding. N shown in parentheses.

Table D.47
Accelerated Learning
Academy Status of Coaches'
Schools, 2010–2011 (%)

Yes (N = 9)	No (N = 50)
15	85

NOTE: The survey item read, "Is your school an ALA?" Sample size = 59. Percentages may not sum to 100 because of rounding.

Table D.48
Coach Areas of Content Expertise, 2010–2011 (%)

ELA or Reading (N = 30)	Math (N = 29)	Both ELA or Reading and Math (N = 0)
51	49	0

NOTE: The survey item read, "Please indicate your area of content expertise as a coach." Sample size = 59. Percentages may not sum to 100 because of rounding.

Table D.49
Professional Time Devoted to Coaching, 2010–2011 (%)

0–24 (N = 2)	25–49 (N = 4)	50–74 (N = 10)	75–100 (N = 43)
3	7	17	73

NOTE: The survey item read, "Approximately what percentage of your professional time is devoted to your work as a coach?" Sample size = 59. Percentages may not sum to 100 because of rounding.

Table D.50
Years as Coach in Pittsburgh Public Schools with
Same Principal, 2010–2011 (%)

1–3 (N = 40)	4–9 (N = 17)	10 or More (N = 2)
68	29	3

NOTE: The survey item read, "Including the current year, please indicate the number of years you have worked as a coach in this building, with this principal." Sample size = 59. Percentages may not sum to 100 because of rounding.

Survey Scale Correlation Matrices

This appendix contains correlation matrices for our analyses.

Table E.1
Correlations Between School Characteristics and Survey Scales

School Characteristics	Professional Growth Experiences	Professional Development Through Leadership Academy	Broad Support from Assistant Superintendent	Instructional Leadership from Assistant Superintendent	Rubric	Time Spent on Instruction	Time Spent on Management	Teachers' Instructional Improvement	TLT
Magnet school	-0.014	-0.02	0.16	0.00	-0.05	0.03	-0.05	0.09	0.00
Percentage of students in different PPS school from last year	0.03	0.12	0.21	0.12	-0.17	0.04	0.15	0.07	0.06
Percentage of students not in PPS last year	-0.05	-0.14	-0.16	-0.13	0.13	0.12	0.16	-0.29**	-0.10
Percentage of students with LEP	0.14	0.05	-0.06	0.02	0.41***	-0.15	-0.27	0.04	0.10
Percentage of students who are gifted	0.15*	0.26*	0.21	0.16	0.18	-0.10	-0.17	0.21	0.21
Percentage of students who are African American	0.04	-0.22	-0.01	-0.05	-0.17	0.07	-0.03	-0.41***	-0.04
Percentage of students receiving FRL	-0.08	-0.28**	-0.20	-0.10	-0.23*	0.11	0.08	-0.20	-0.11
Percentage of students with IEPs (other than gifted)	0.08	-0.08	0.00	-0.01	-0.03	0.09	0.16	-0.27*	-0.10
Average income in students' home neighborhood	-0.11	0.22	0.01	0.00	0.19	-0.10	-0.06	0.32**	0.00
Average adult educational attainment in students' home neighborhood	0.02	0.22	0.12	0.14	0.19	-0.19	-0.16	0.14	0.12
Achievement growth	-0.08	-0.13	0.29*	0.14	-0.1041	-0.06	0.06	0.16	-0.12
Bonus dollars	0.05	-0.13	0.29*	0.24	-0.02	0.02	0.21	0.07	-0.07

NOTE: N ranged from 32 to 54. * = p-value < 0.10. ** = p-value < 0.05. *** = p-value < 0.01.

Table E.2
Correlations Between School Characteristics and Selected Survey Items About the Bonus

School Characteristic	Survey Item			
	The PPIP Method of Awarding Bonuses Is Fair to All Principals in PPS, Regardless of the Type of School in Which They Work	The PPIP Method of Awarding Bonuses Does a Good Job of Distinguishing Effective from Ineffective Principals in PPS	Rewarding Individual Principals Based on Test-Score Gains Is Problematic Because the Principal Has Limited Control over Student Learning in the School	I Have Not Altered My Practices as a Result of the Prospect of Earning a Bonus
Magnet school	0.18	0.24	0.03	0.02
Percentage of students in different PPS school from last year	-0.10	-0.20	0.00	0.28*
Percentage of students not in PPS last year	0.01	-0.01	0.02	0.05
Percentage of students with LEP	-0.03	0.22	0.03	-0.04
Percentage of students who are gifted	0.16	0.34**	0.05	-0.14
Percentage of students who are African American	-0.12	0.14	-0.34**	-0.05
Percentage of students receiving FRL	-0.19	-0.25*	-0.18	0.16
Percentage of students with IEPs (other than gifted)	-0.15	-0.15	-0.23	0.13
Average income in students' home neighborhood	0.17	0.05	0.20	-0.02
Average adult educational attainment in students' home neighborhood	0.19	0.35**	0.06	-0.15
Achievement growth	-0.10	-0.08	0.07	0.02
Bonus dollars	-0.04	-0.07	-0.06	0.02

NOTE: N ranged from 32 to 54. * = p-value < 0.10. ** = p-value < 0.05.

Analysis of Reliability and Stability of the School Performance Index 2 Regular, Grades 4–8, 2006–2007 Through 2009–2010

We have examined the variation in three measures of achievement growth for principals of schools that include at least some of the grades 3–8. One is the SPI-2 regular that is currently used for the PPIP bonus awards. The other is a version of the SPI-2 that adjusts for the state-wide distribution of scores in each grade and year. A similar adjustment is being done prior to calculating teacher VAMs for the PPS effective teaching initiative. The third is similar to the second but also adjusts for the average prior score in the school. This adjustment reduces the negative correlation between the performance measure and the average prior score. We have decomposed the variation of each measure into the portion due to sampling error and two other components. These other components measure the variation between principals in the district and the variation within each principal over time. The three components can be used to calculate measures of reliability and stability for the achievement growth measure (McCaffrey et al., 2009).

Defining Reliability, Stability, and Persistence

Our application of the McCaffrey et al. model begins by estimating the value that a principal adds to a school each year by the average student-level percentage achievement growth in his or her school in that year. The average student-level achievement growth for each principal can be estimated using a regression that includes an indicator variable for each principal in each year:

$$\Delta A_{it} = \delta_{kt} + \phi_{it},$$

where ΔA_{it} is the percentage achievement growth for student i in year t , δ_{kt} is an indicator variable for principal k in year t , and ϕ_{it} is an error term.

We then decompose the estimated achievement growth measure for each principal in each year into three components:

$$\bar{\delta}_{kt} = \theta_k + \xi_{kt} + \varepsilon_{kt}.$$

The first component, θ_k , is the stable portion that is constant for the principal from year to year. The next component, ξ_{kt} , is the component specific to the principal that changes over time. The final component, ε_{kt} , is the component that is due to sampling error. We assume that θ_k has a variance of τ^2 in the population, that ξ_{kt} has a variance of ν^2 in the population, and that ε_{kt} has a variance of

$$\frac{\sigma^2}{n}$$

in the population, where σ^2 is the variance of the student error term, ϕ_{it} , and n is the number of students used in the calculation of the principal's achievement growth. The variance components are estimated using maximum likelihood under the assumption that all the components have a normal distribution.

We calculate the reliability of the achievement growth measure as the portion of the total variance of the principal effects that is not due to sampling error. This is the same as the proportion of the total variance that is due to signal rather than noise:

$$reliability = \frac{(\tau^2 + \nu^2)}{\left(\tau^2 + \nu^2 + \frac{\sigma^2}{n}\right)}.$$

We define *stability* as the portion of the variation that is due to the stable component of the principal's measure:

$$stability = \frac{\tau^2}{\left(\tau^2 + \nu^2 + \frac{\sigma^2}{n}\right)},$$

which McCaffrey et al. shows is equal to the covariance of a principal's achievement measure from one year to the next.

Persistence is defined as the ratio of stability to reliability:

$$persistence = \frac{\tau^2}{(\tau^2 + \nu^2)},$$

which is the proportion of the annual signal variance due to the stable component.

Three Achievement Growth Measures

SPI-2 Regular

The currently used measure sets ΔA_{it} to the percentage increase in the math and reading PSSA scaled scores for all qualifying students. Qualifying students are those who took the PSSA while enrolled in PPS in the current school year and the prior school year. Furthermore, they must be in the same school on the test date in the current school year as they were on the first "blue day" of the year (i.e., the first date for which the district reports membership to the state). The average percentage growth using this measure is 2.56 percent for the 47 schools for which we have four years of data.

SPI-2 State Adjusted

This version of the achievement growth measure accounts for statewide variation of scaled scores by subject, year, and grade. Each student's scaled score is converted to a z-score by subtracting the average and dividing by the standard deviation where these statistics are for all students in the same year and grade throughout the state. After adjusting for state performance, each z-score is then converted back to a common scaled score distribution by multiplying by 220 and adding 1,400. The adjusted scaled scores are then used to calculate the percentage growth for each student.

Variation in the statewide distribution is thought to be due to several factors. First, actual performance can differ by grade, by subject, and over time. Scores have been increasing over time, which could reflect actual increases in knowledge of successive cohorts of students. It also could reflect, as least in part, increased “teaching to the test” by teachers throughout the state. Variation also could reflect unintentional differences in the difficulty of tests in certain grades, years, or subjects, which could lead to spurious variation in the measure over time for each principal. The average percentage growth using this measure is 0.33 percent. Rather than a measure of absolute growth, this should be interpreted as the amount by which qualifying PPS students exceeded statewide growth.

SPI-2 State and School Adjusted

This version of the measure takes the SPI-2 State Adjusted achievement growth for each student and regresses this on the student's prior-year state-adjusted score and on the average state-adjusted score for all qualifying students in the student's school. We then take the average residual from this regression for each school in each year as the measure of the performance of the principal.

We find a negative relationship between student achievement growth and the student's own prior score, as would be expected because of regression to the mean. However, we find a positive relationship between growth and the average prior score in the student's school. This could reflect a greater difficulty in producing achievement growth in schools with high concentrations of low-achieving students, or it could reflect a tendency for low-performing principals to be in schools with low average achievement. Implementing an adjustment for school-average prior scores is based on a presumption that the former explanation is more responsible for the relationship than the latter, and it raises the estimated principal effect in schools with high concentrations of previously low-achieving students relative to principals in other schools. This measure is based on one that is currently being used by the Gates-funded Measuring Effective Teaching project.

Table F.1 provides the reliability, stability, and persistence for each principal in the district. We attribute achievement growth to a principal if he or she were the only principal in the school during the year. Therefore, we eliminate the principals who were in a school only a portion of the year or who were co-principals.

The reliability measures are very high, reflecting the large number of qualifying students per school per year. On average, there were approximately 340 qualifying students contributing to the estimate of each principal effect each year, which implies that the contribution of sampling error is small.

Correcting for the statewide distribution of scores leads to a somewhat greater variation in achievement growth within schools. This increases the sampling error and decreases the portion of the total variance attributable to the combined signal of the stable and time-varying

Table F.1
Characteristics of the Variance Decomposition of Estimated Principal Effects

Characteristic	SPI-2 Regular	SPI-2 State Adjusted	SPI-2 State and School Adjusted
Reliability	0.89	0.90	0.90
Stability	0.21	0.30	0.32
Persistence	0.24	0.33	0.35

components of the principal effect. By way of interpretation, McCaffrey et al. shows that a stability of 0.30 implies that principals who are ranked in the top 20 percent of principals in a given year have the following probabilities of being in quintiles 1 through 5 (from top to bottom) in the following year: 0.32, 0.24, 0.19, 0.15, and 0.10. Using Figure A.1 in McCaffrey et al., we estimate that the stability of 0.21 for the SPI-2 regular implies that of principals who are ranked in the top quintile in one year, approximately 29 percent, 23 percent, 20 percent, 17 percent, and 13 percent will be in the first, second, third, fourth, and fifth quintiles, respectively, in the following year.

Correcting for the average prior score within each school each year has little additional effect on the reliability, stability, or persistence. However, it will change the values of the measures for individual principals, leading to higher values for principals at schools with large concentrations of low-achieving students at the beginning of the year.

Decomposing by School Rather Than by Principal

The analysis in the previous section is based on the presumption that it is the *principal* rather than the *school* that has a stable component to the estimated annual effects for each school. Alternatively, we could decompose the variance of the estimated effects assuming that there is a stable component for each school, rather than each principal. Table F.2 shows the result of a decomposition by school. The reliability does not change from that shown in Table F.1 because the sampling error is the same for the estimated annual effects. However, we find that the variation of the persistent component is much lower for schools than it was for principals. This suggests that, when a principal leaves a school, the achievement growth at the school changes much more than it does when the principal remains at the school.

In sum, we find that the performance of a school in a given year appears to be associated with the principal because we find greater stability and persistence in performance measures during periods with the same principal than when we ignore principal mobility. We find that

Table F.2
Characteristics of the Variance Decomposition of Estimated School Effects

Characteristic	SPI-2 Regular	SPI-2 State Adjusted	SPI-2 State and School Adjusted
Reliability	0.90	0.90	0.91
Stability	0.11	0.23	0.26
Persistence	0.13	0.26	0.28

stability increases substantially when we adjust scores for the statewide distribution. We do not find that adjusting prior average student achievement in the school improves the stability or persistence, although it will attribute greater performance to principals in previously low-achieving schools.