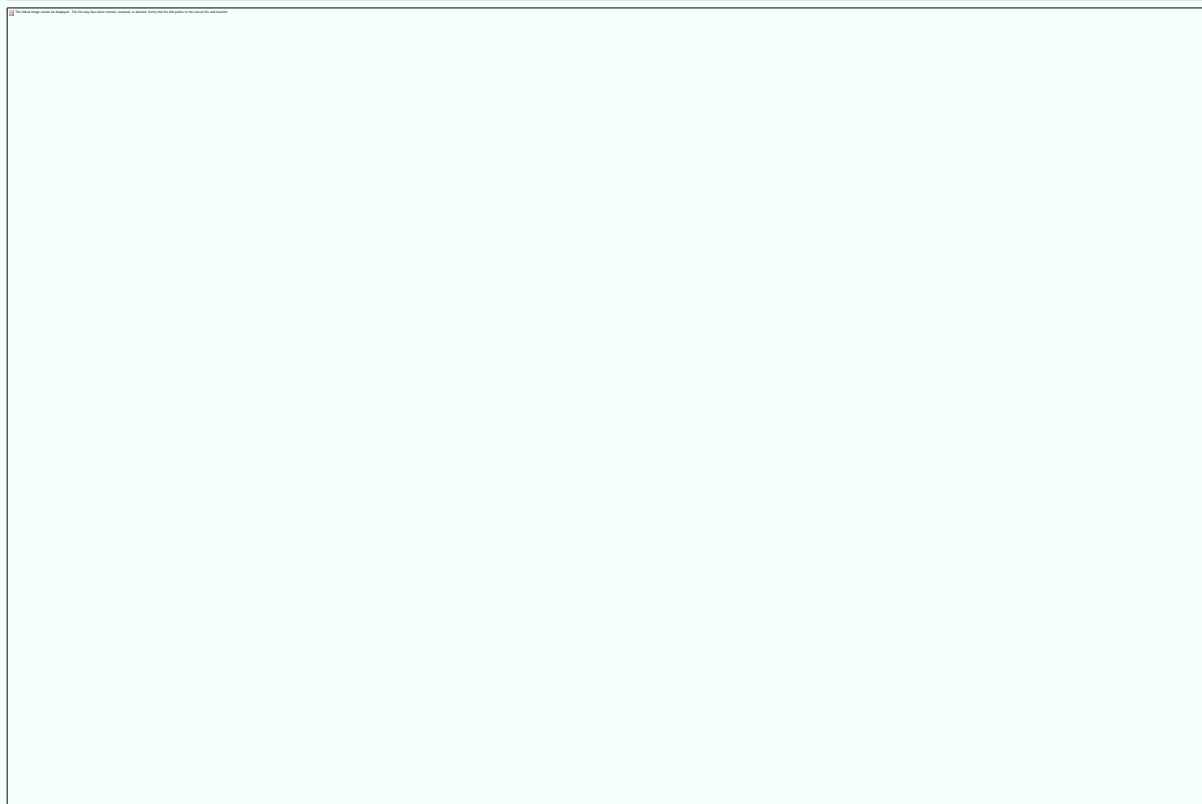


2019-2020

EPP Master's of School Administration Performance Report

High Point University



Overview of Master's of School Administration Program

The Master of Education (M.Ed.) in Educational Leadership prepares educational leaders and offers two tracks of study. For the administrative track, it is designed for candidates who have a baccalaureate K-12 teaching license and at least three years of successful public/private school experience. A non-administrative track is designed to strengthen teacher leadership skills and offers students in other majors with an interest in education (Political Science, Psychology, Sociology, Non-Profit, etc.) with advanced study and internship in educational leadership. The curriculum in the Educational Leadership program provides 15 semester hours of core courses including Advanced Instructional Technology for the 21st Century, Trends and Issues in Education, Developing Leaders for 21st Century Schools, Methods of Educational Research and Diversity in Education. For those pursuing the licensure track, the 21 hours of Specialty Area

coursework includes coursework in Organizational Management and Legal Issues, Creating a Culture of School Success, Implementing Distributed Leadership, Strategies for Student Learning and Development and Using Data for School Improvement. Three consecutive 100-hour internships allow the candidate to work with his/her supervising principal to gain the skills that are emphasized in co-requisite courses throughout the program of study. The School Executive Internships are aligned to specific themes of courses taken by candidates and include the completion of required electronic evidences. The EPP continues to also offer the 21-hour add-on license in Educational Administration. Currently both the degree and add-on license in Educational Administration is offered through an Executive cohort model of instructional delivery which blends weekend meetings with online instruction throughout the fall, spring and summer. The EPP also has received funding from NCASLD since 2016 to offer a competency-based non-traditional M.Ed. in Educational Leadership through the development of the High Point University Leadership Academy (HPULA).

Special Features of the Master's of School Administration Program

The Educational Leadership M.Ed. program at High Point University has several special features which allow prospective candidates options to complete the required 36 hours of coursework requirements. Applicants who are accepted into the traditional degree program may choose from entry points into the program which include fall, spring, or summer. The add-on license in Educational Administration is also available for candidates who already hold a master's degree and have had a minimum of three years of teaching experience. Both the M.Ed. and add-on programs in Educational Leadership are offered through an Executive cohort model which includes a blend of on-campus weekend and online meetings. This is a very attractive option for working professionals and includes a discounted tuition fee structure for those employed by the EPP's partnering school districts.

In 2019-2020 the School of Education continued to offer the North Carolina Alliance of School Leadership Development (NCASLD) grant-funded High Point University Leadership Academy (HPULA). Designed to transform the preparation of school leaders across the state, the HPULA completed its program for the third and fourth cohort of 33 graduates in May 2020. The HPULA provides rigorous, research-based curriculum which has been developed by working collaboratively with district personnel and affiliates such as the Center for Creative Leadership, the BB&T Leadership Institute and the Piedmont Triad Educational Consortium. The HPULA includes components such as STEM 9-12 and EC, Instructional Coaching, Data Analysis for Districts, Crucial Conversations, SEL for Adults, StoryWorks, Resorative Practices, and NCEE. Candidates participate in authentic case studies and experiential learning that is designed to challenge their thinking and build the skills required for transformational leadership. Candidates earn the M.Ed. degree in Educational Leadership and the North Carolina School Administrator: Principal license upon completion of the program which includes a full-time clinical internship. Placement of graduates into Assistant Principal or Principal positions across the state since the program began in 2016 is 97%.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

<p>LEAs/Schools with whom the institution Has Formal Collaborative Plans</p>	<p>Alamance-Burlington Schools, Asheboro City Schools, Cabarrus County Schools, Cohort III: Elkin City Schools, Mount Airy City Schools, Newton-Conover City Schools, Lincoln County Schools, Vance County Schools, Winston-Salem/Forsyth Schools, and Yadkin County Schools. Cohort IV: Asheboro City, Davie County, Guilford County, Lincoln County and Winston-Salem/Forsyth County Schools. For Cohorts V and VI beginning in 2020, the following districts will partner with the High Point University Leadership Academy: Yadkin, Guilford, Davie, Catawba, Cabarrus, Winston-Salem/Forsyth County, Vance, Mooresville, Lincoln and Union County Schools.</p>
<p>Start and End Dates</p>	<p>Ongoing: Additional funding has been received (\$800,000+) for years 5 and 6 from the NCASLD grant.(2020-2021).</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>To increase the pipeline of inspiring and transformational school leaders in North Carolina. HPULA Candidates are placed in low-performing schools in the districts noted above.</p>
<p>Number of Participants</p>	<p>Thirty-three candidates from the LEAs noted above were selected in Cohorts III (17) and Cohort IV (16) in 2018. Cohort III completed the HPULA program in December 2019 and Cohort IV completed in May 2020. In the spring of 2020 the selection of an additional 32 candidates for Cohorts V and VI was completed.</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>In collaboration with the LEAs noted above, 33 participants completed the HPULA MSA program in 2019-2020. Participants complete a competency-based master's degree program in Educational Leadership that includes a full-time clinical internship for six months. Participants also receive professional development from external affiliates such as the Center for Creative Leadership and these experiences were embedded into 12 hours of core coursework that participants earned credit for as they progressed through the program. The thirty-three participants completed their full time internship in fall 2019 (Cohort III) or spring 2020 (Cohort IV).</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>NCASLD Educational Leadership grant has been funded until spring 2021. Since its beginning in 2016, the AP or Principal placements for all HPULA program completers is 97% across the partner districts. In 2019-2020 all 33 participants (100%)</p>

	in Cohorts III and IV completed the program (17 in December 2019 and 16 in May 2020). All 33 program completers from Cohorts III and IV were eligible and their School Administrator K-12 license (100%) and to date, 12/33 May 2020 graduates have been placed in AP or principal positions (36%).
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II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	7
Female	37
Gender Neutral	0
Gender not Provided	0
Total	44
Race/Ethnicity	Number
Asian	0
African-American	8
Am. Indian/Alaskan Native	0
Hispanic/Latino	1
Native Hawaaian/Pacific Islander	0
White	33
Two or More Races	0
Race/Ethnicity Not Provided	2
Total	44

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		Female		Gender Neutral	
MSA	African-American		African-American	8	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino	1	Hispanic/Latino		Hispanic/Latino	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	6	White	25	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	2	Not Provided	
	Total	7	Total	35	Total	0
Licensure-Only	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	2	Total	0
Part-Time						
	Male		Female		Gender Neutral	
MSA	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Licensure-Only	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
School Administration	17	25	1	1
Comment or Explanation				

F. Quality of students admitted to programs during report year.

Measure	Master's
MEAN GPA	3.68
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.83
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	38

H. Time from admission into professional teacher education program until program completion.

Full Time

	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	8	34	0	0	0	0
MSA Licensure Only	0	2	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	0	0	0	0	0	0
MSA Licensure Only	0	0	0	0	0	0
Comment or Explanation:						