



The State of Leadership: Public School Principals in Illinois, 2001-08

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The IERC Principals Study

- Descriptive analysis of the demographic characteristics, employment experiences, and academic backgrounds of principals in Illinois public schools from 2001 to 2008
- Similar to the IERC's work with teachers in Illinois public schools, we focus on changes in and the distribution of these principal characteristics
- Empirical baseline evidence about the observable characteristics of existing school leaders
- First in a series of reports; future work will investigate principal effects/effectiveness and principal attrition/retention

Data

- **Principal Data**

- ISBE teacher service record (TSR) and teacher certifications information system (TCIS)
 - employment information (e.g. school, position, assignment)
 - identifying data (e.g. name and date of birth, gender, race)
 - undergraduate and graduate institutions and degree levels
- ACT, Inc.
 - English, Math, and Composite test scores.
- Barrons' (2003)
 - rankings for each institution

- **School Data**

- ISBE School report card
 - School level, enrollment, race, gender, poverty, and achievement
- Common Core of Data (CCD)
 - location, urbanicity

The Illinois Education Research Council follows strict protocols to protect individually identifiable information.

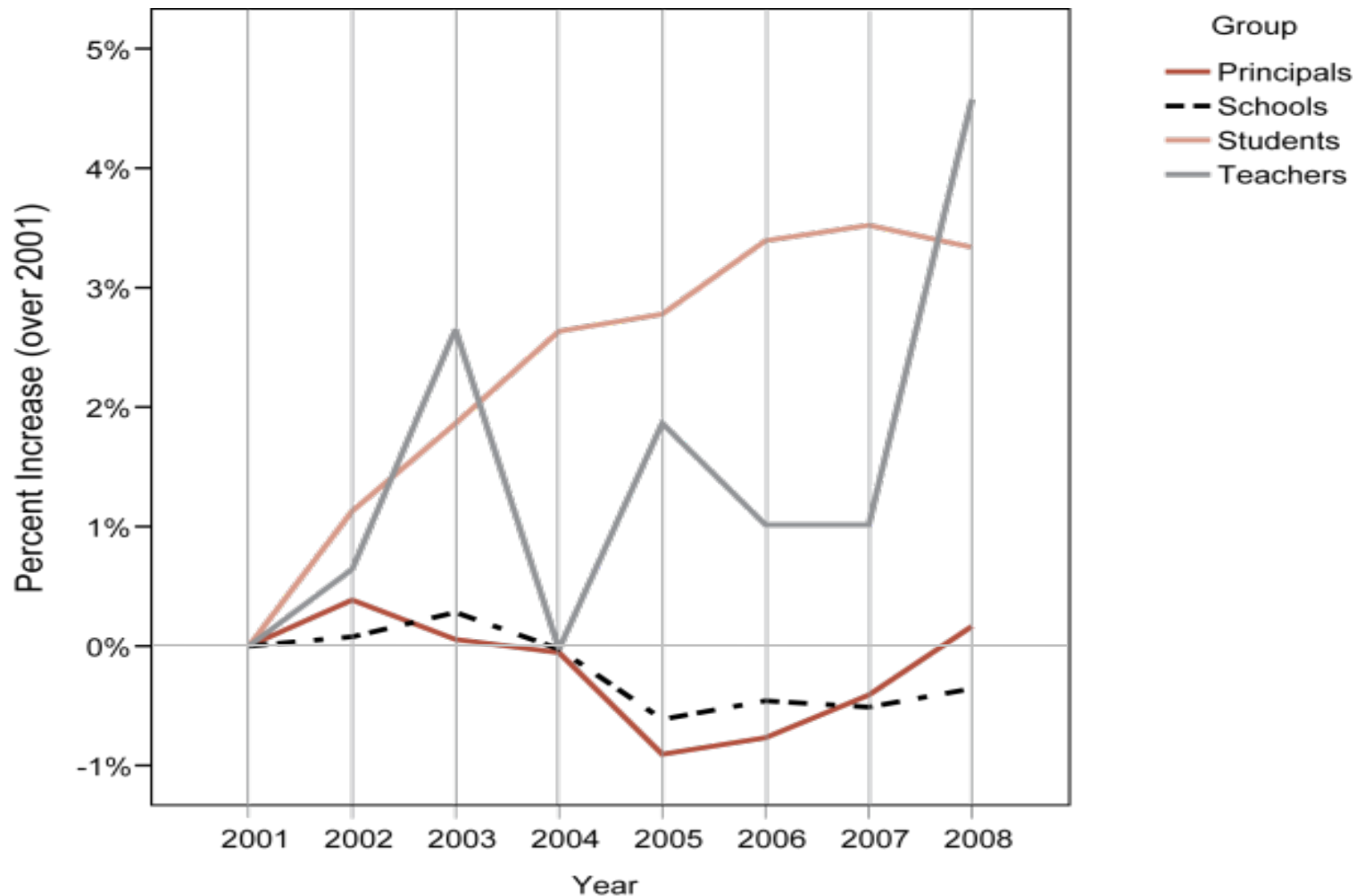
Data II

- One principal for each school for each year
 - Charter schools not included
- We were able to identify principals for 99% of the schools each year
 - 7% of principals worked in more than one school or position in a given year
- ~ 3,900 schools per year over eight years
= 30,770 records

Principal Population and Demographics, 2001-08



Population growth for students and teachers outpaced principals



Population Change since 2001

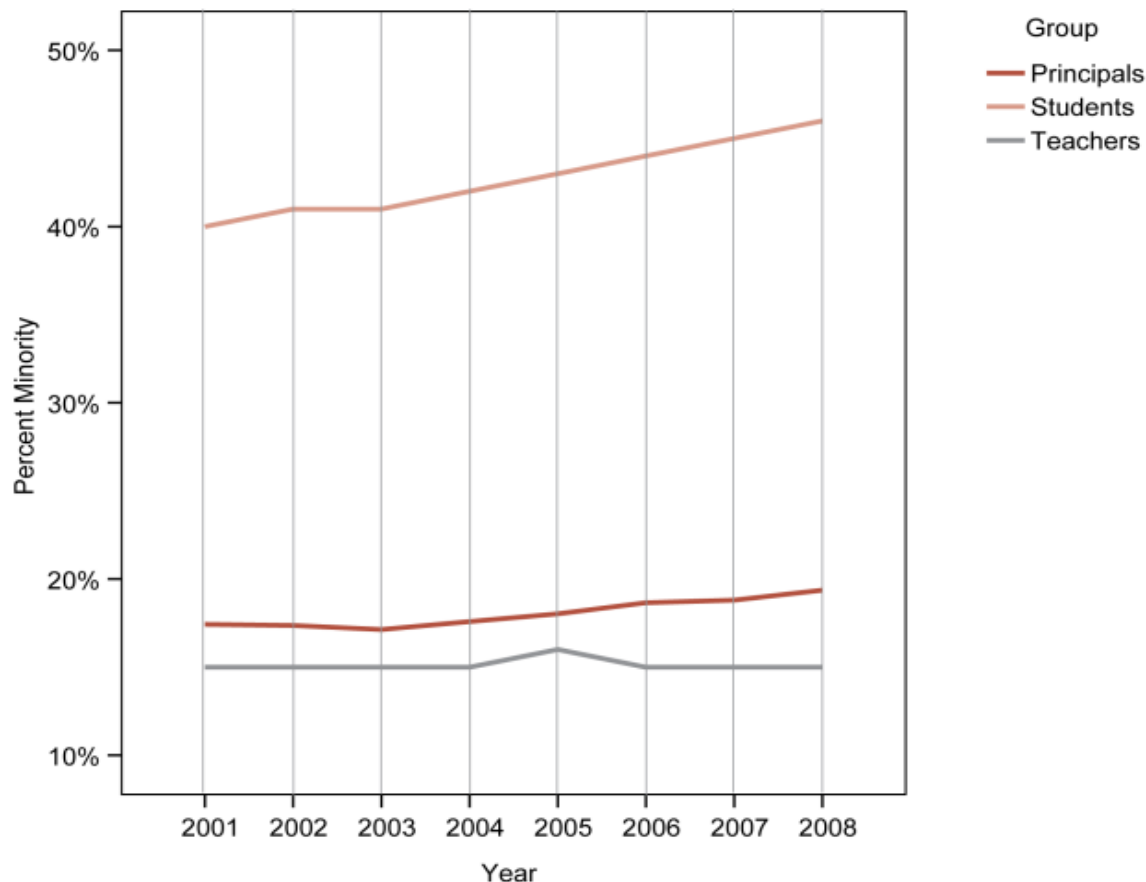
The proportions of Hispanic and female principals increased

Demographic Characteristics		2001	2002	2003	2004	2005	2006	2007	2008
Race	White	82.6	82.7	82.9	82.4	82	81.4	81.3	80.8
	Black	14.5	14.5	14.4	14.6	14.7	14.8	14.6	14.8
	Hispanic	2.7	2.7	2.6	2.7	3	3.5	3.7	3.9
	Asian	0.2	0.2	0.2	0.2	0.3	0.3	0.4	0.5
	Native American	<0.0	<0.0	<0.0	<0.0	<0.0	<0.0	<0.0	<0.0
Gender	Female	45.9	47.4	48.6	49.8	50.2	50.9	52	52
	Male	54.1	52.6	51.4	50.2	49.8	49.1	48	48

Illinois Principal Demographics, 2001-2008



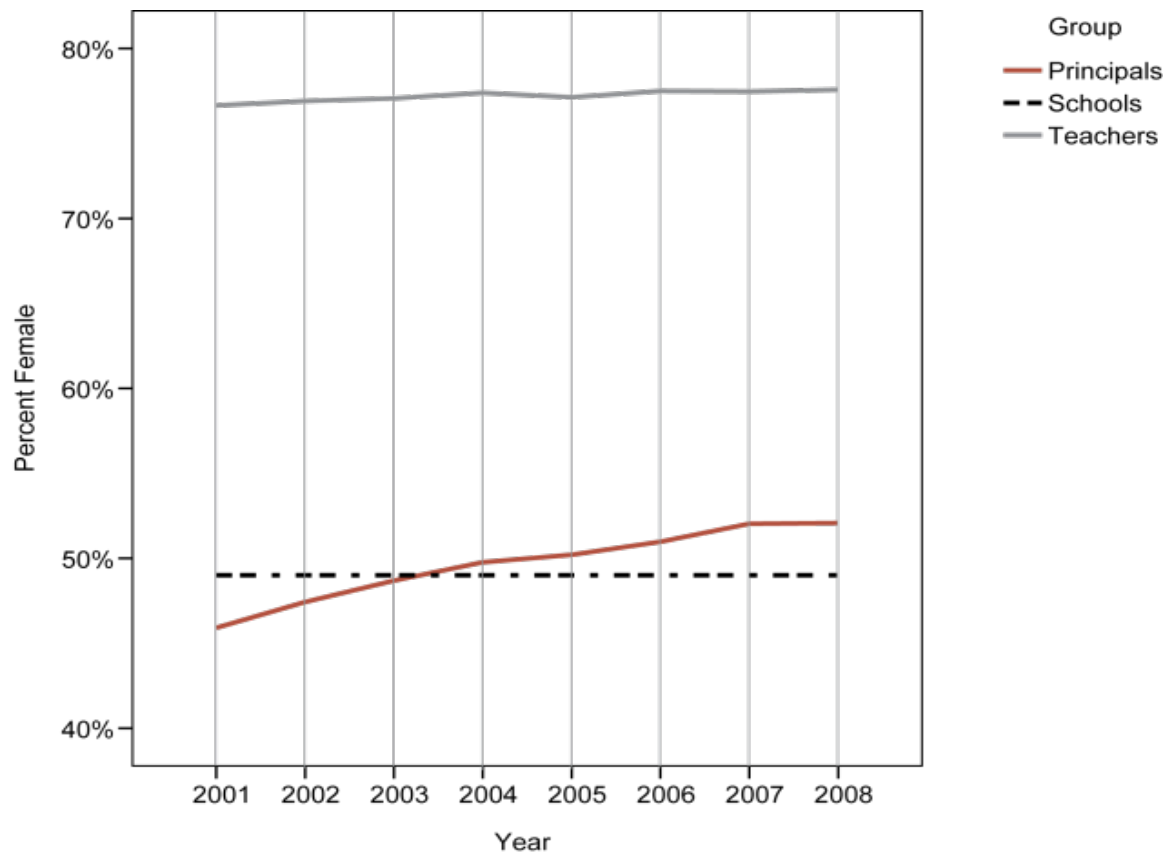
Minorities make up a larger proportion of principals than of teachers, but both under-represent the student population



Principal, Student, and Teacher Race



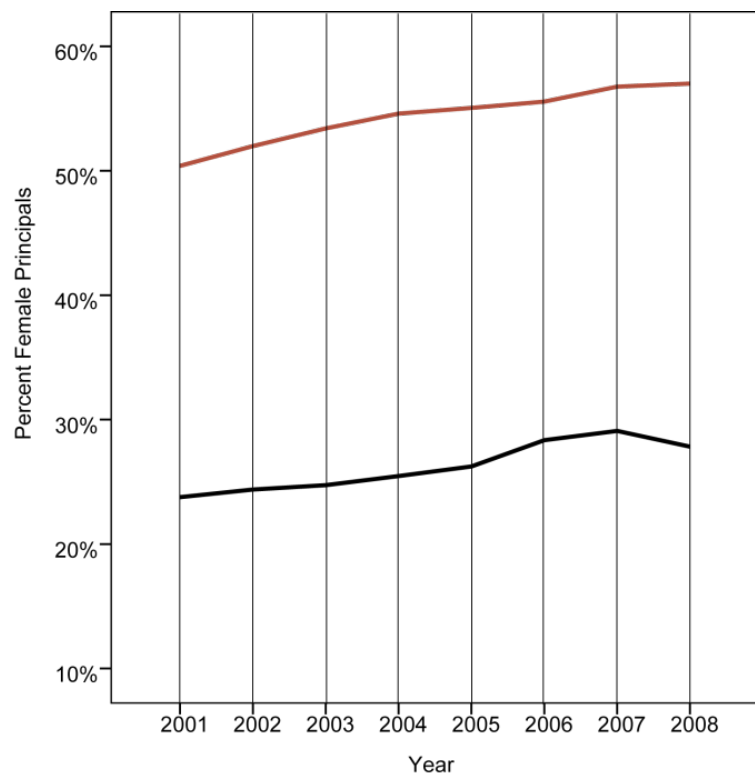
Almost 80% of teachers are women, compared to (now) just over 50% of principals



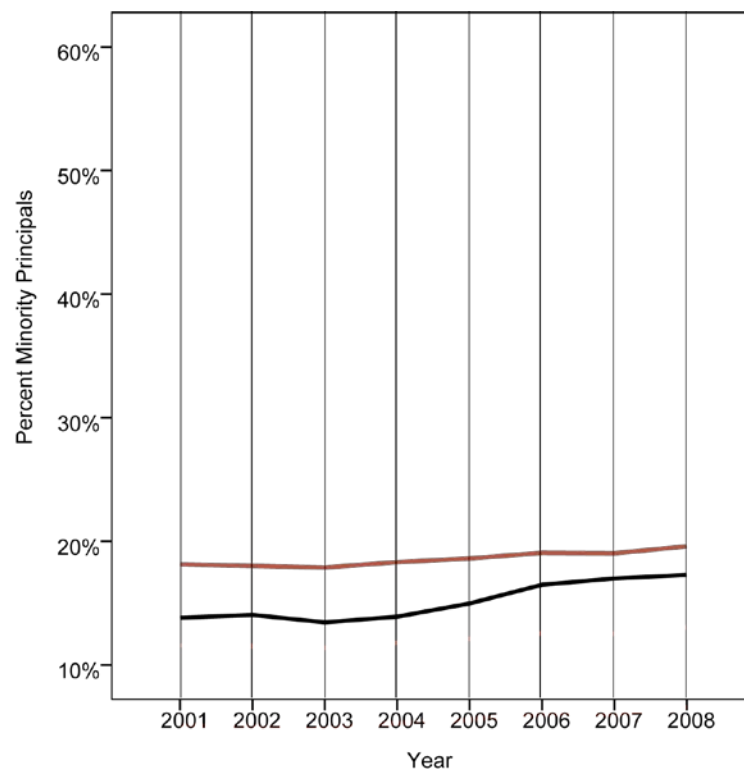
Principal, School, and Teacher Gender

Compared to HS principals, elem/mid school principals are more likely to be minorities and women

Gender



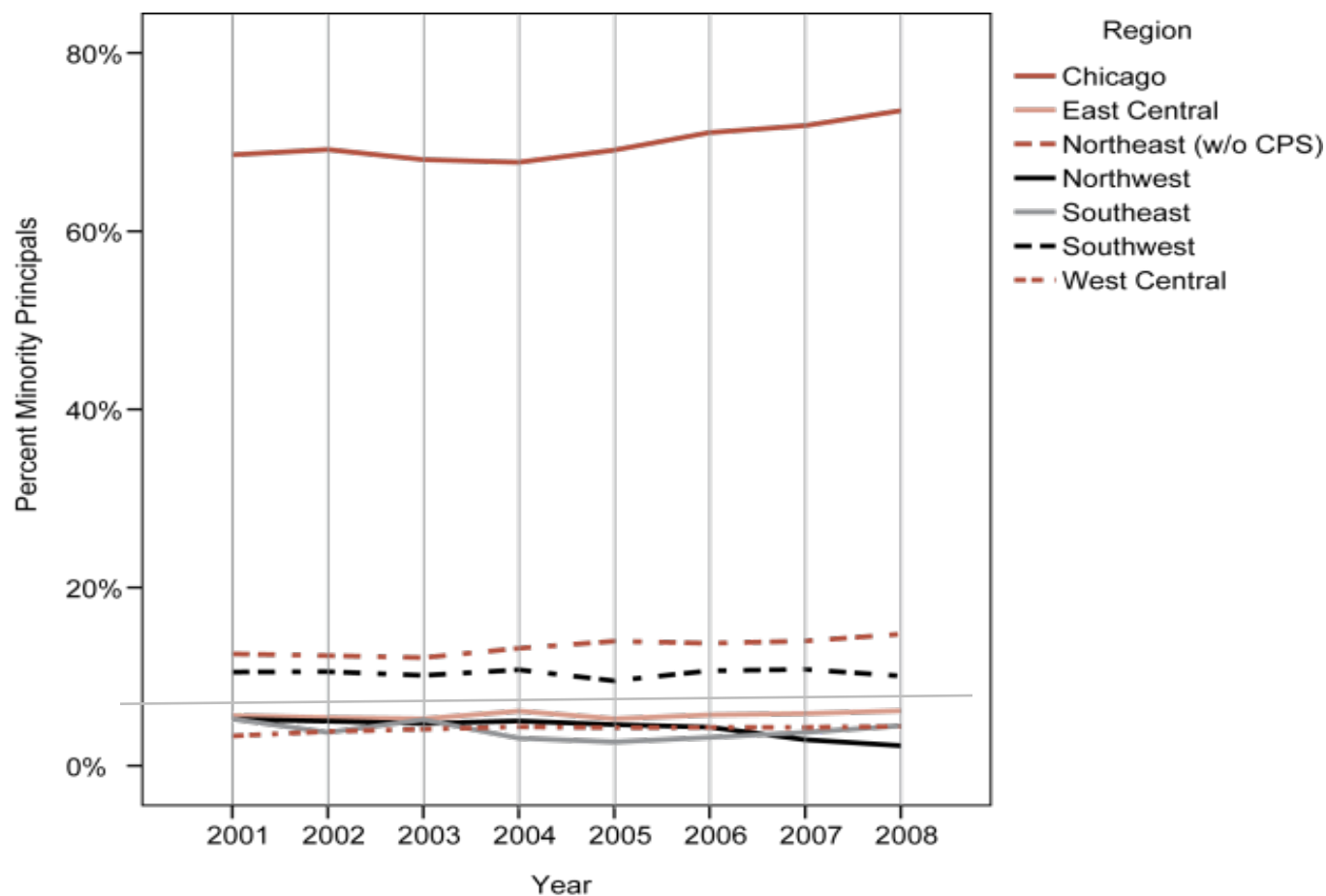
Race



School Level
 — Elementary / Middle School
 — High School

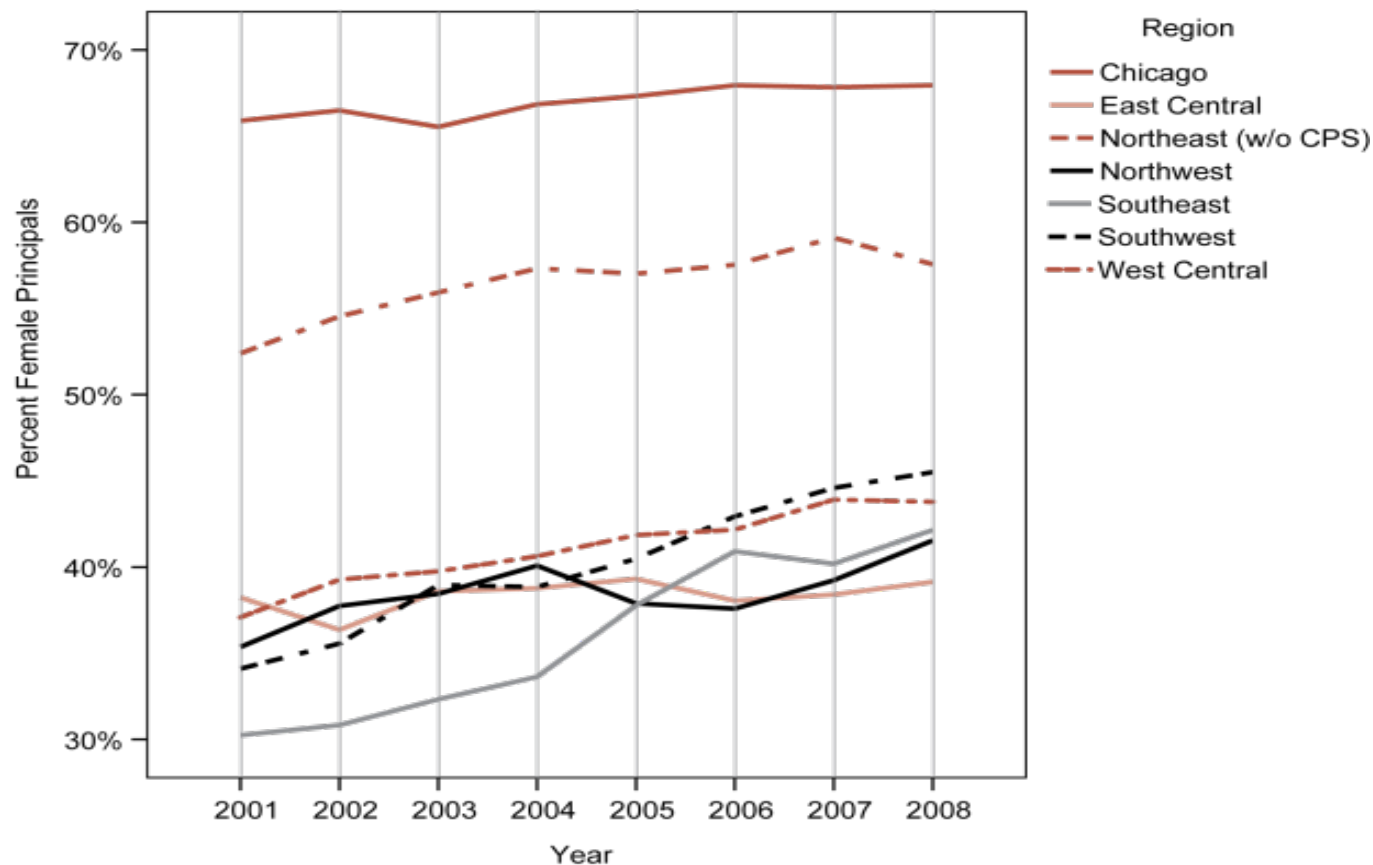
Principal Gender and Race by School Level

Minorities make up a much larger proportion of principals in Chicago



Principal Race by Region

Women make up a much larger proportion of principals in Chicago and the Northeast



Principal Gender by Region

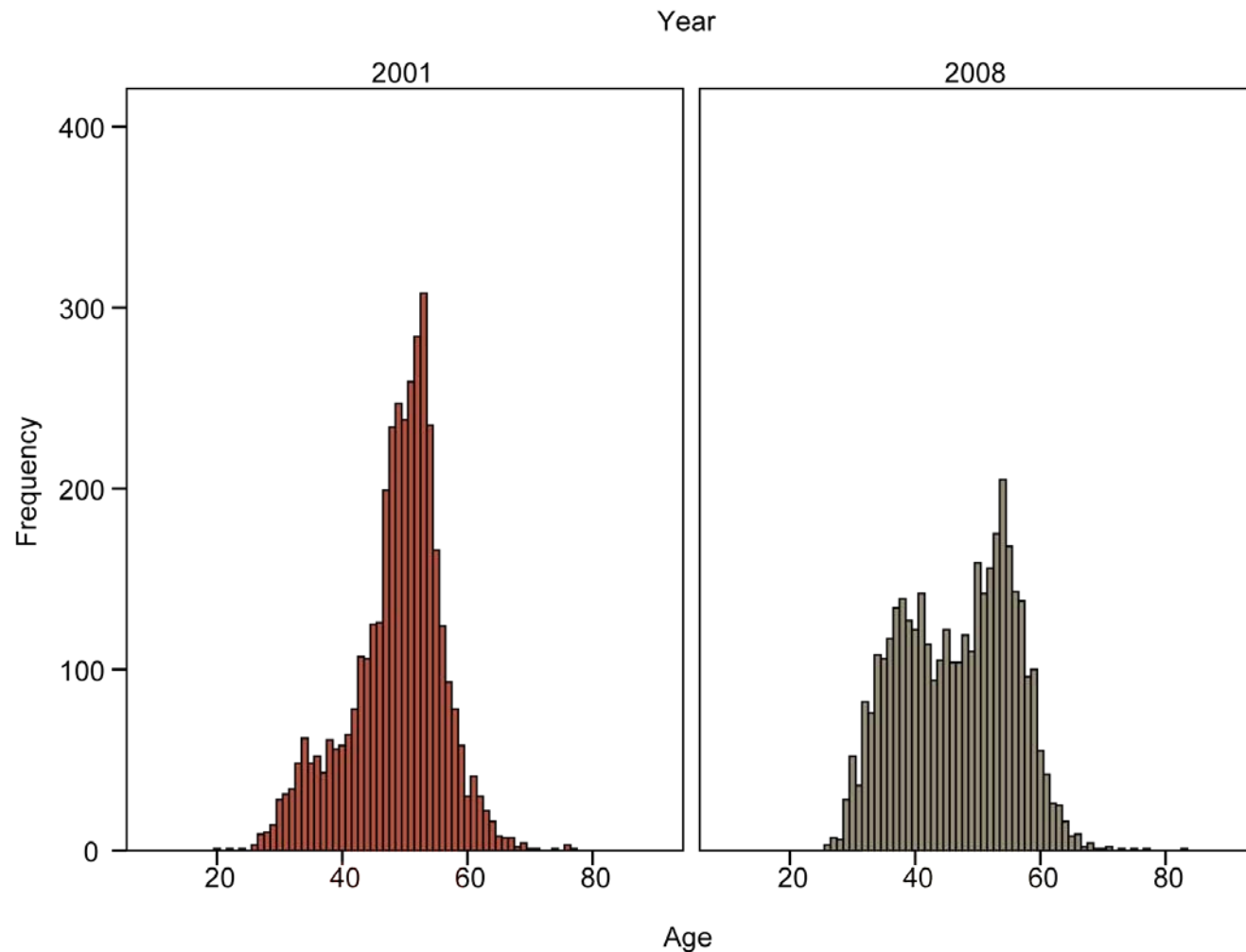
Principal Age and Experience

The typical Illinois principal in 2008 was younger and less experienced than the typical principal eight years ago.

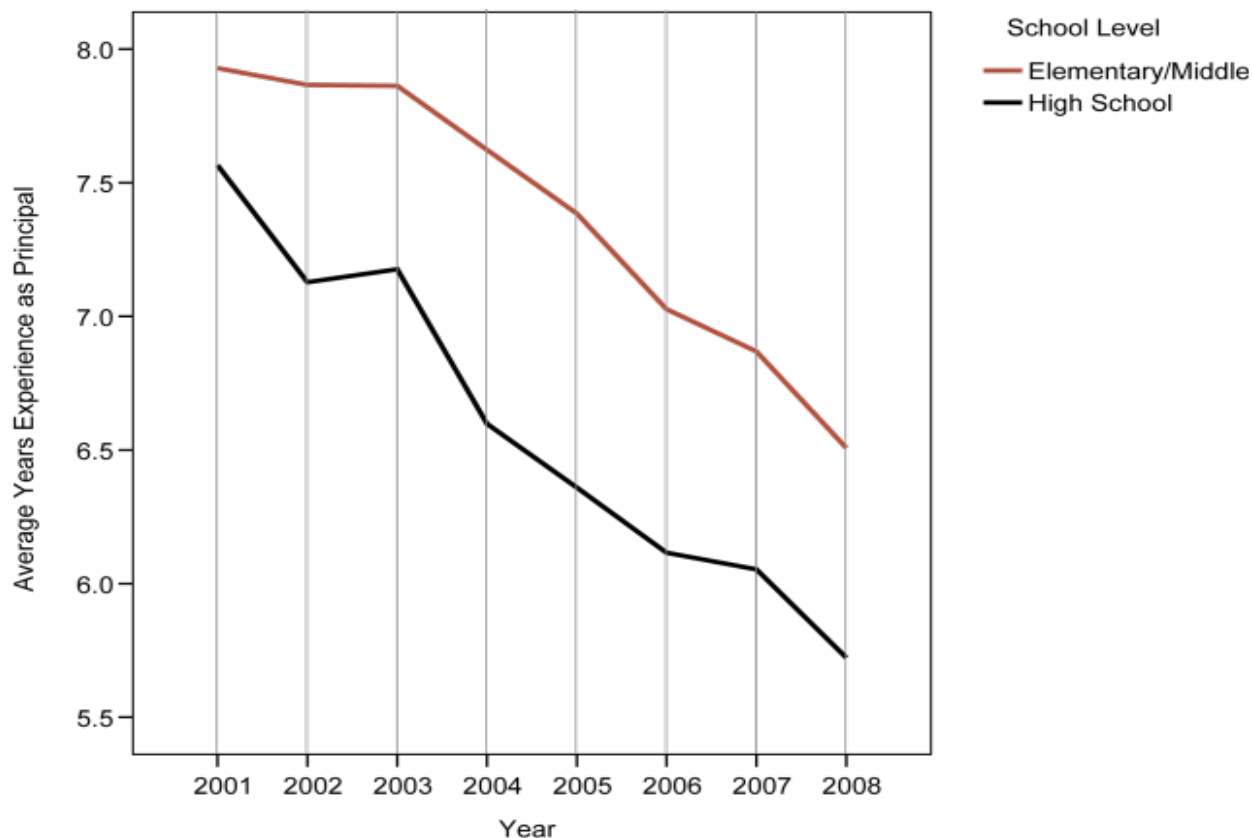
Principal Age and Experience Characteristics	2001	2002	2003	2004	2005	2006	2007	2008
Age	48.7	48.6	48.7	48.4	48.2	47.6	47.2	46.6
% Age 40 or Younger	14.5	16.5	17.7	19.8	21.7	25.1	27.5	30.0
% Age 55 or Older	17.9	18.8	21.5	23.2	23.5	23.0	23.4	21.9
Mean Years as Principal	7.9	7.7	7.7	7.4	7.2	6.9	6.7	6.4
Mean Tenure as Principal at Current School	4.9	5.0	5.1	5.0	4.8	4.7	4.6	4.4
Mean Total Years (any position) in IPS	24.3	23.9	23.9	23.3	22.9	22.2	21.6	20.7
% First Year Principals	12.4	11.5	9.2	12.2	11.5	12.4	10.9	13.9
% Three Years or Less Experience as Principal	28.6	31.0	31.6	31.9	32.5	36.0	35.3	37.7
% Principals with Assistant Principal experience	35.4	36.2	37.5	39.7	41.4	43.3	44	46.1
% Principals with Assistant Principal experience at Current School	7.8	8.7	9.0	10.4	11.5	12.5	12.9	13.9
% Principals with Teaching Experience in Academic Core Subjects	77.7	78.3	78.6	78.5	78.8	78.8	79.0	78.7

Principal Age and Experience (2001-2008)

The distribution of principals by age changed dramatically between 2001 and 2008



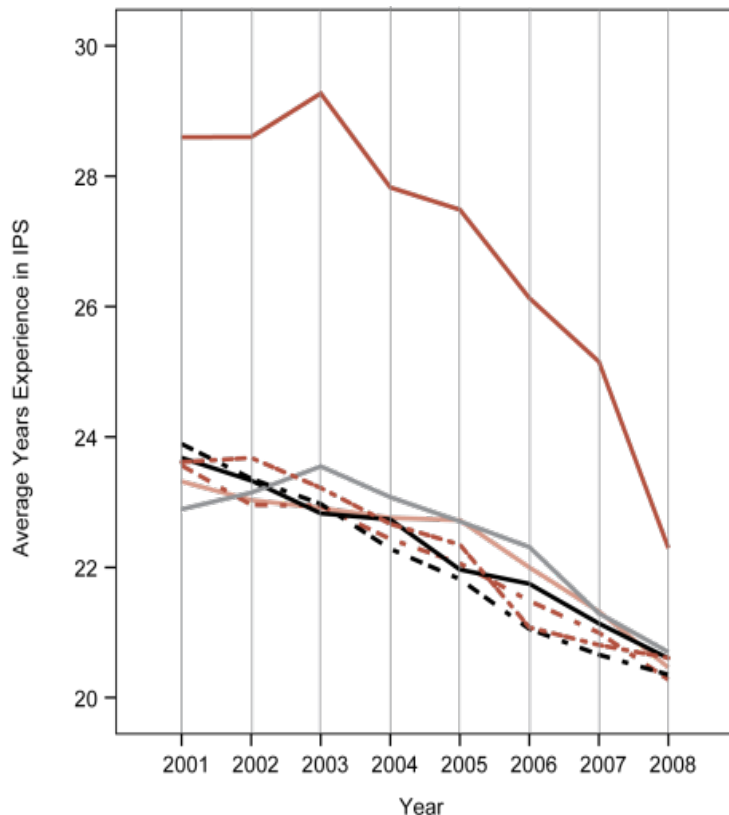
High school principals tend to have slightly less experience as principals than their elem/mid school counterparts



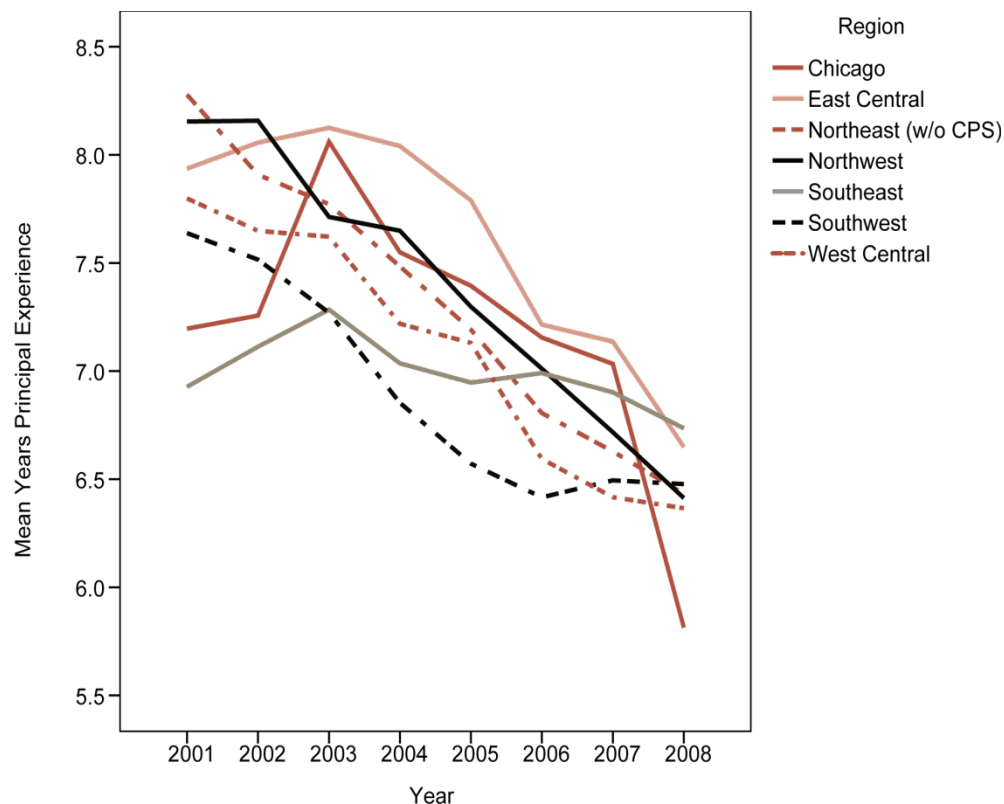
Principals' Experience as Principals by School Level

CPS principals have more overall experience, but there's not much difference between regions in terms of experience as a principal

Experience in Any Position



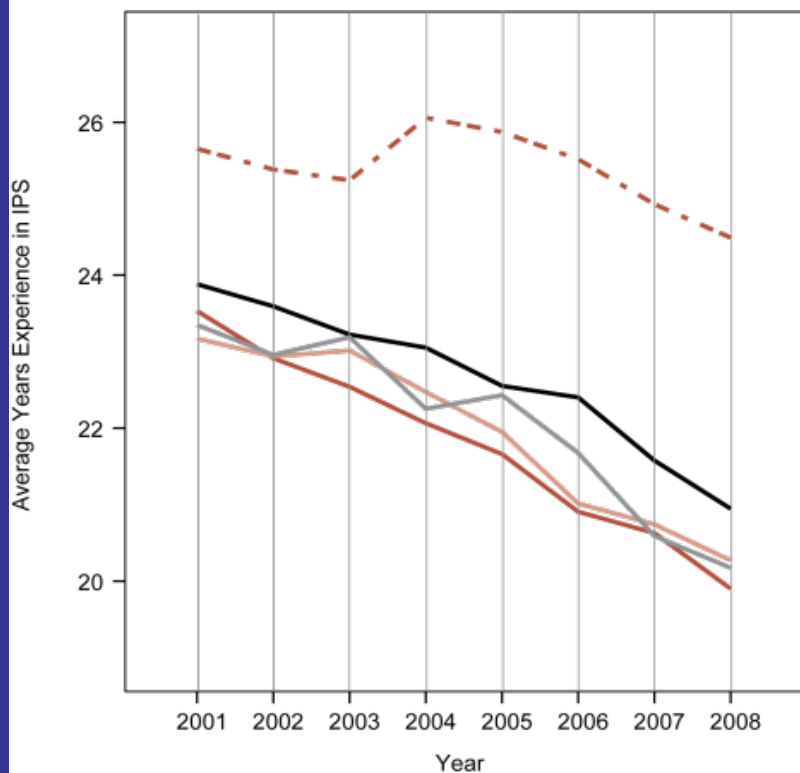
Experience as a Principal



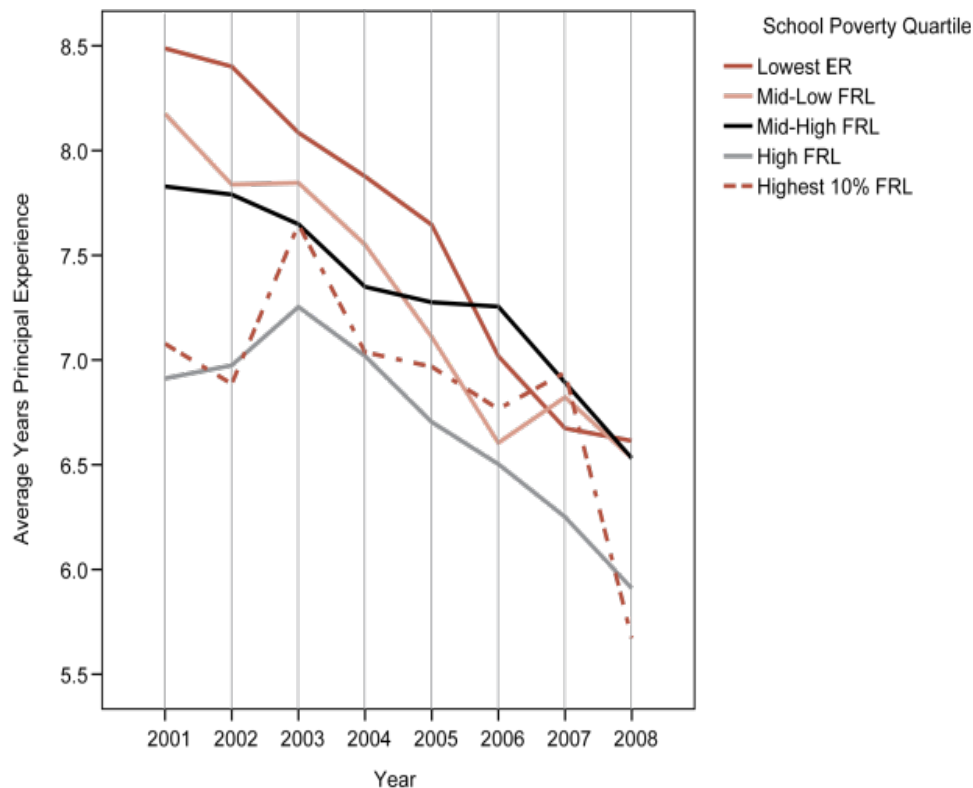
Principal Experience by Region

Principals in high-poverty schools tend to have more overall experience, but comparable (or less) experience as principals

Experience in Any Position (non-CPS Schools)



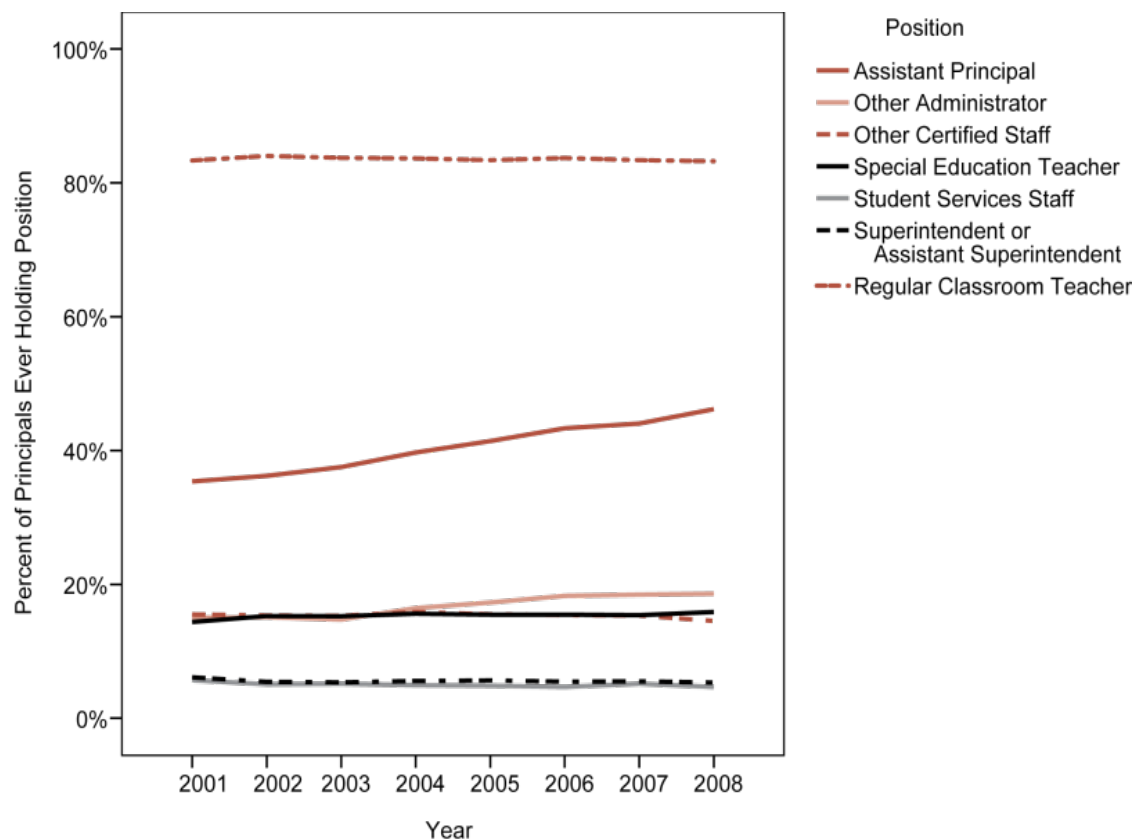
Experience as Principal



Principal Experience by School Poverty



More than 80% of principals have regular classroom teaching experience in Illinois public schools, and the proportion with experience as an AP is increasing

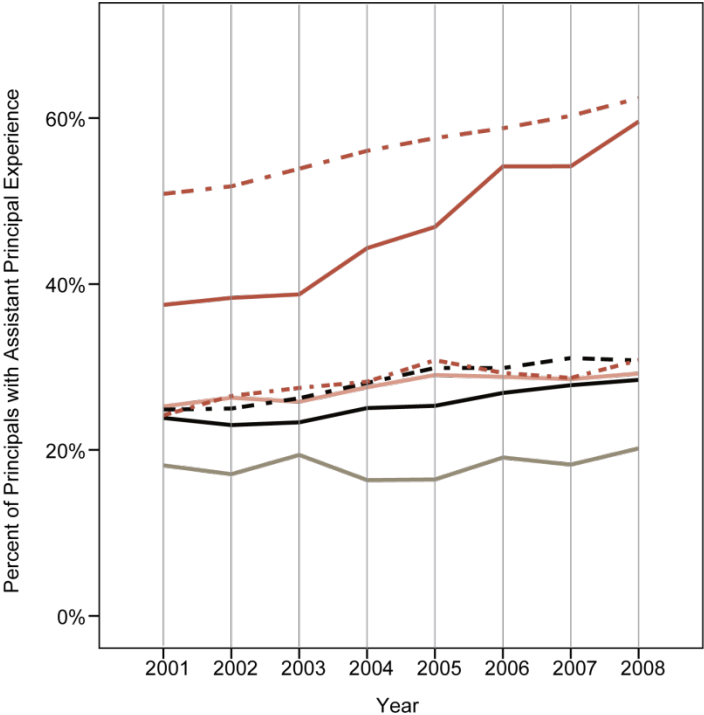


Principals' Prior Positions in IPS

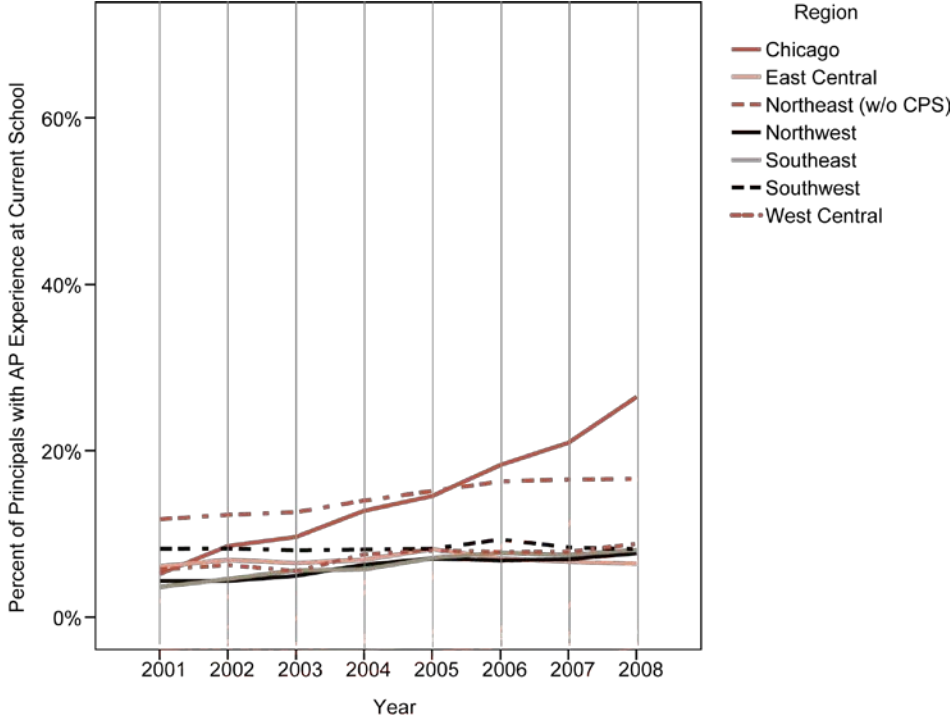


Principals in the more populous regions of the state were more likely to have AP experience, and the proportion of CPS principals who were APs at the same school has increased substantially

AP Experience (Any School)

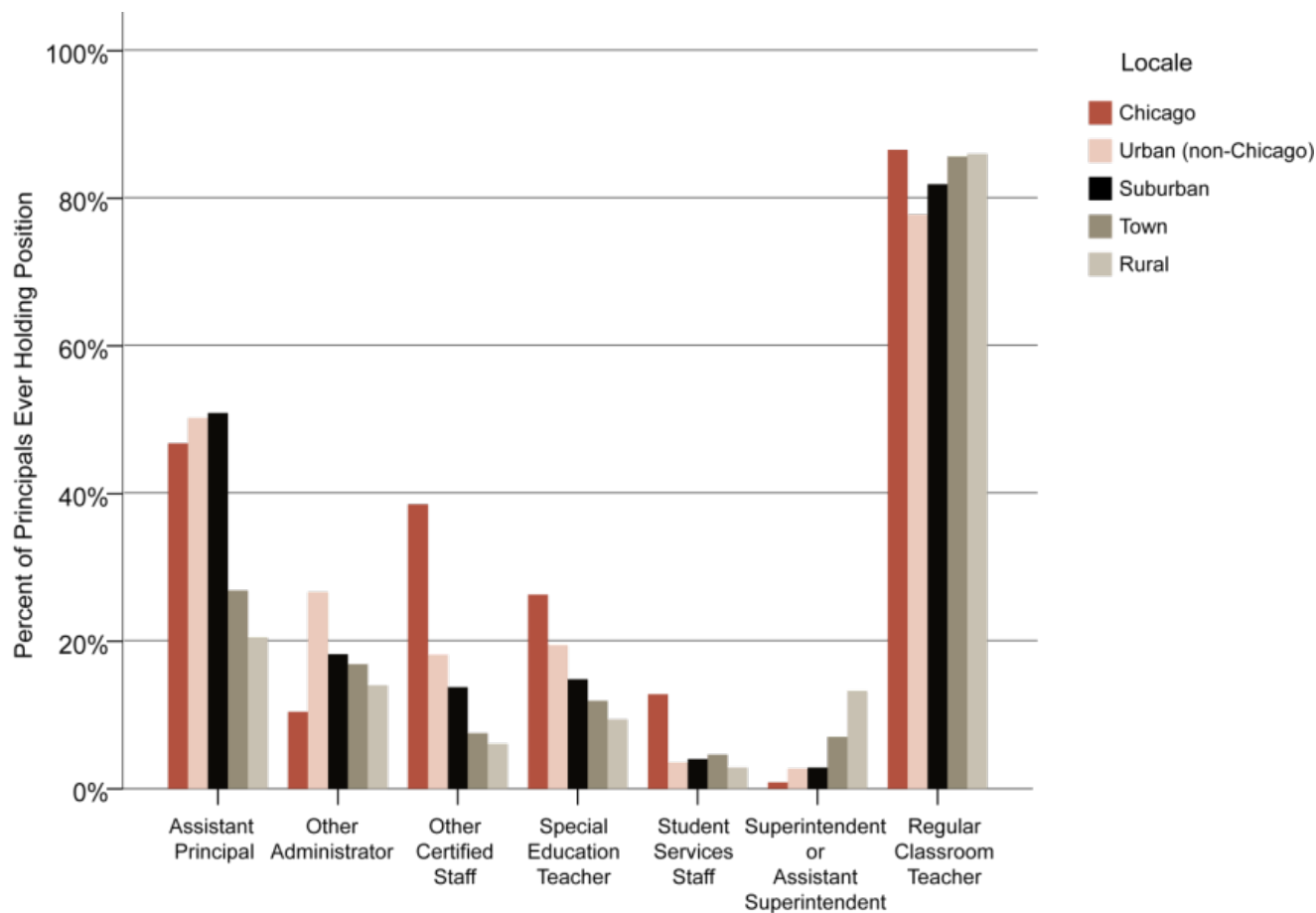


AP Experience (Current School)



Assistant Principal Experience by Region

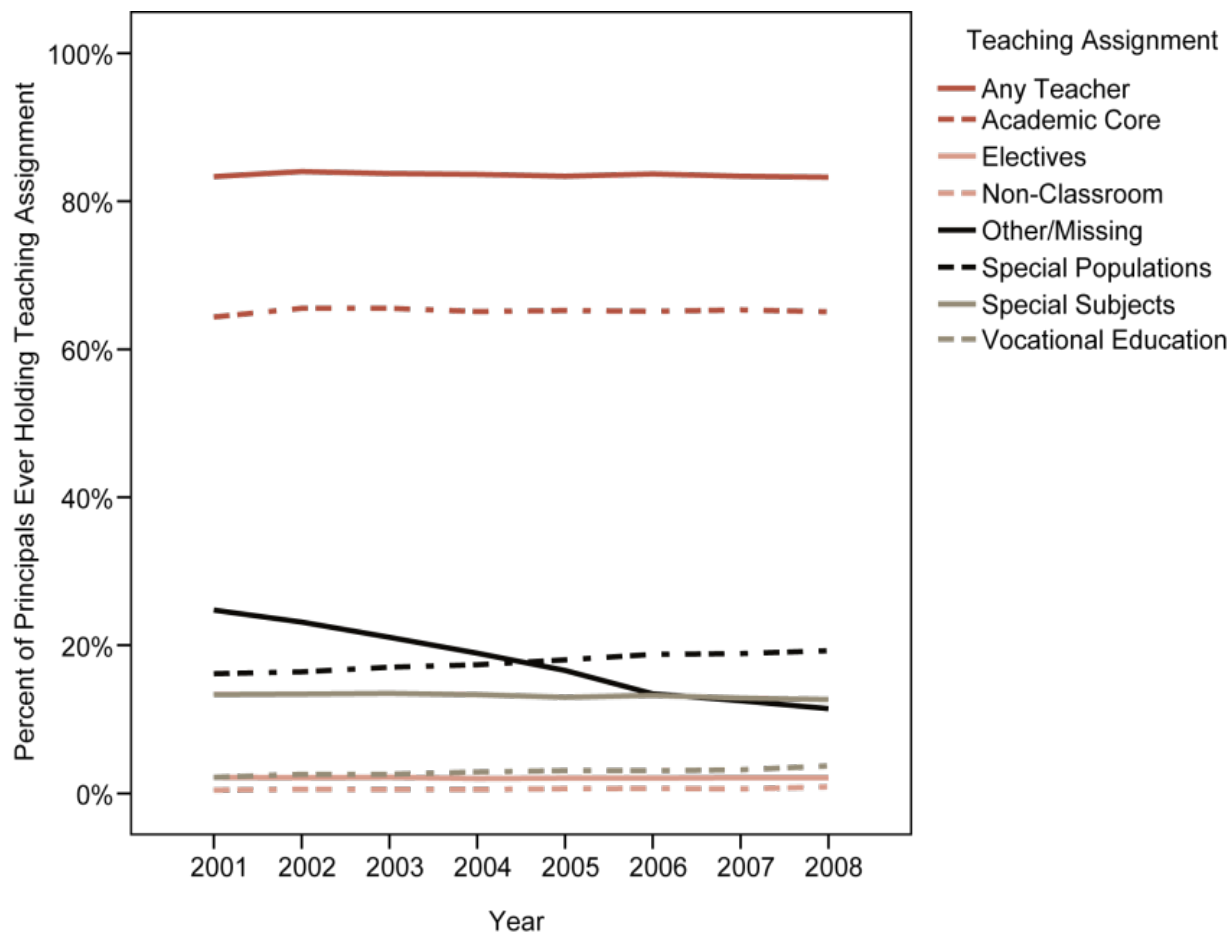
Principals in towns/rural schools were less likely to have experience as APs, special education, other certified staff, or student services, and more likely to have worked (or to concurrently work) as superintendents/asst supts.



Principals' Prior Positions by Locale

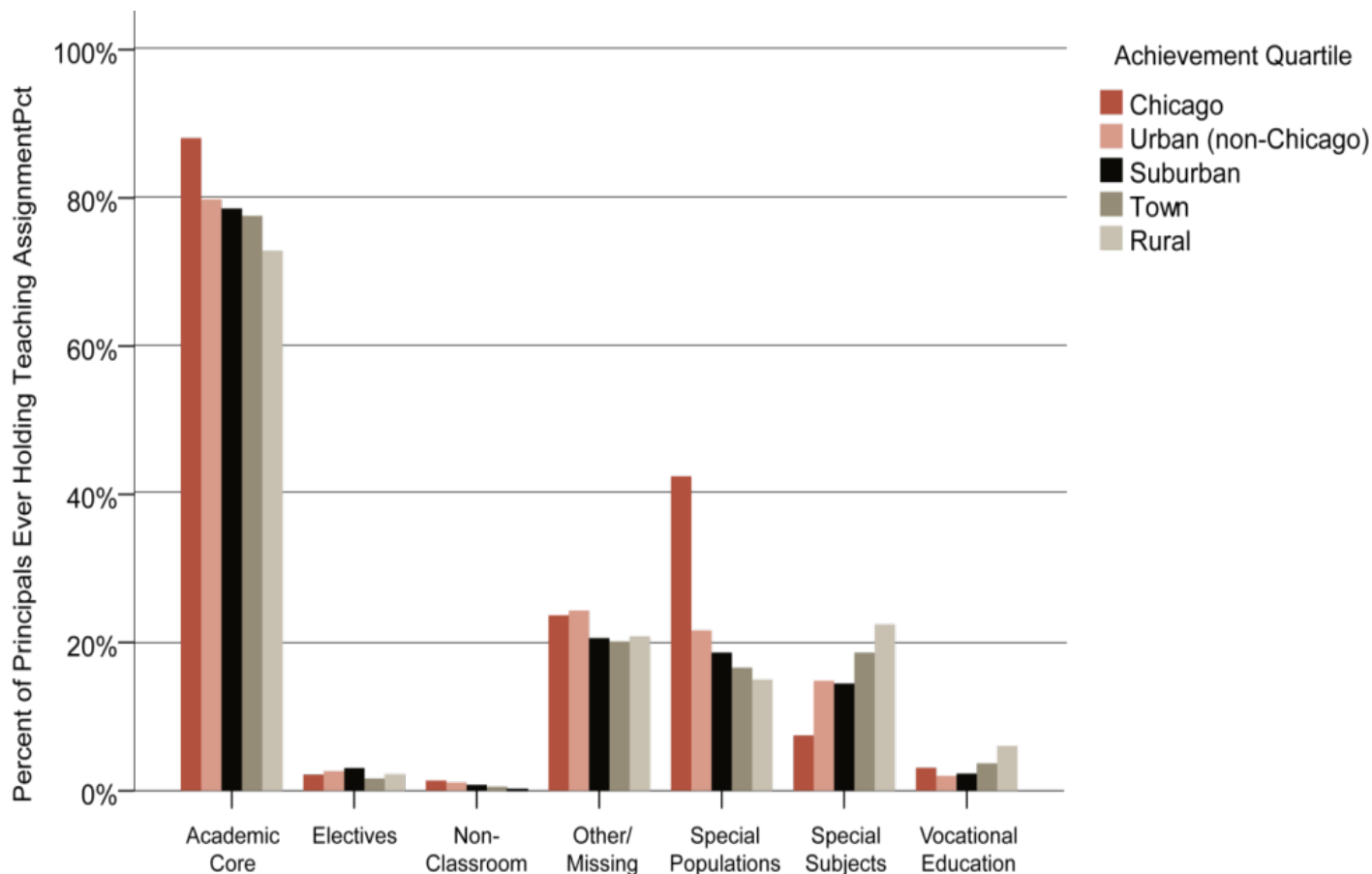


The majority of principals have experience teaching core academic subjects, and they are least likely to come from vocational education and electives (such as foreign languages)



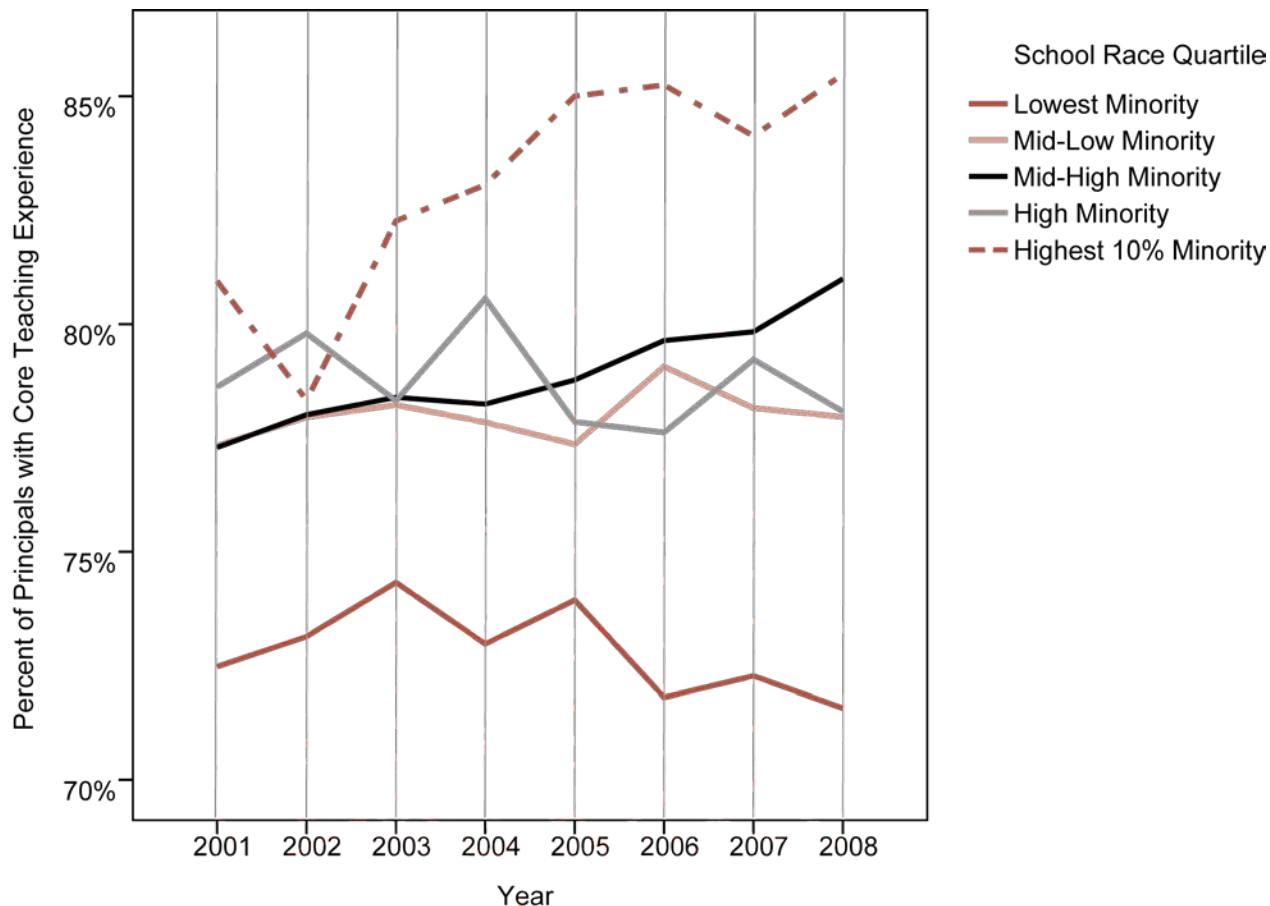
Principals' Prior Teaching Assignments

Principals in more populous locales are more likely to have experience teaching core academics and special student populations and less likely to have experience teaching “specials” (such as art or PE)



Prior Assignments by Locale
(Principals with teaching experience only)

Even excluding Chicago, principals in high-minority schools are more likely to have an academic core teaching background



Academic Core Teaching Experience by School Racial Composition (Non-CPS Schools)

Principals' Academic Backgrounds

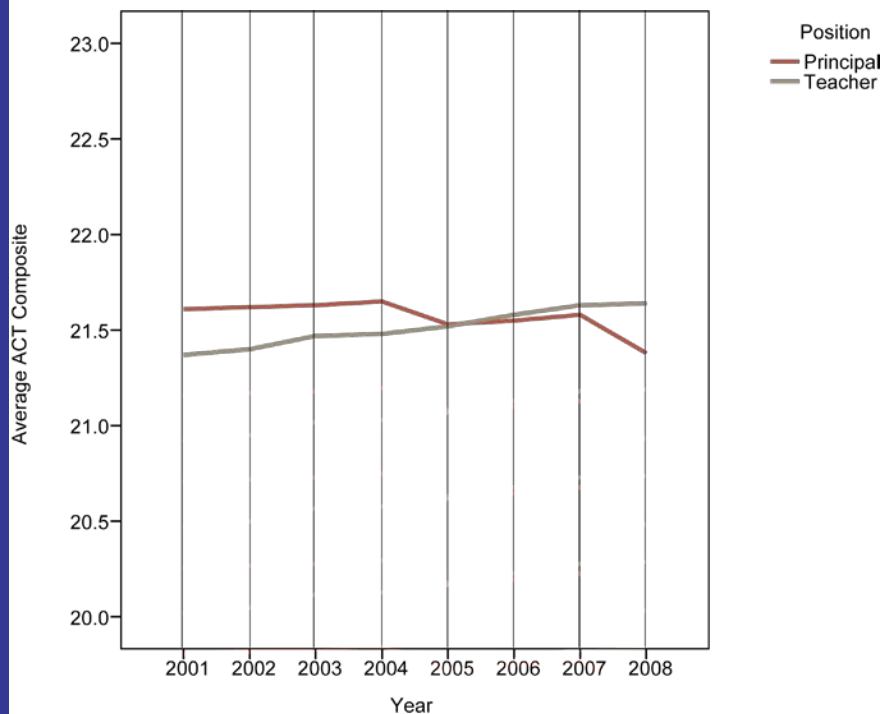
There were no major or consistent changes to principals' academic backgrounds

Principal Academic Characteristics	2001	2002	2003	2004	2005	2006	2007	2008
ACT English	21.3	21.4	21.6	21.4	21.4	21.5	21.5	21.3
ACT Math	21.3	21.2	21	21	20.9	21	21.1	20.9
ACT Composite	21.6	21.6	21.6	21.7	21.5	21.6	21.6	21.4
Mean Undergraduate Competitiveness	3.10	3.10	3.10	3.10	3.10	3.11	3.12	3.13
% from More Competitive Colleges	19.2	19.3	19.5	19.9	20.1	20.5	21.4	21.3
% from Less Competitive Colleges	13.2	13.1	13.4	13.7	13.7	13.9	14.3	13.7
Mean Graduate College Competitive	2.97	2.95	2.94	2.93	2.92	2.92	2.93	2.91
% with Doctorate Degree	8.6	8.9	8.7	8.7	8.8	8.5	8.1	7.5

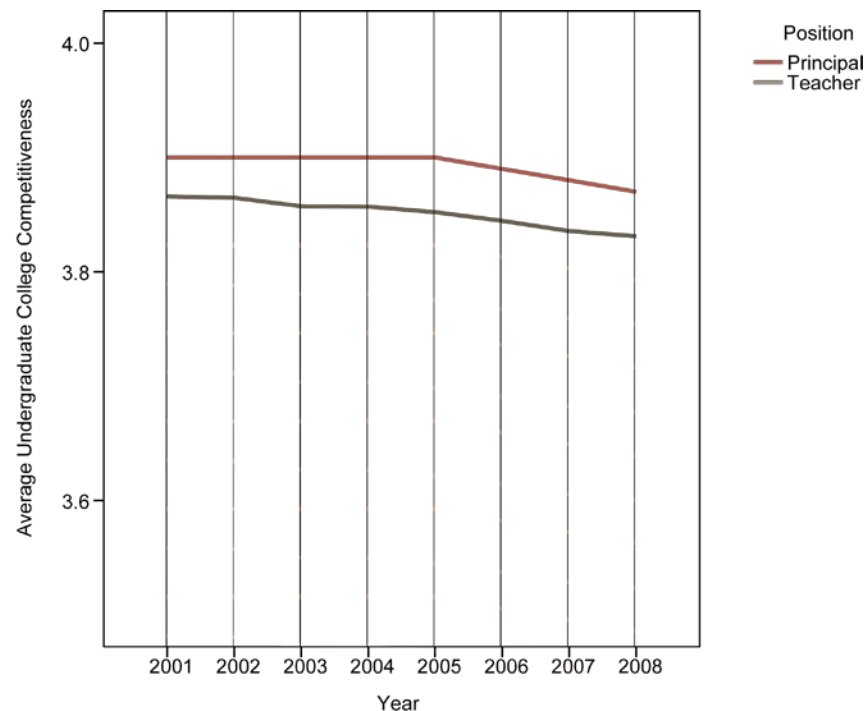
Principals' Academic Background Characteristics, 2001-2008

There is little evidence that only the most academically talented teachers move on to the principalship

ACT Composite



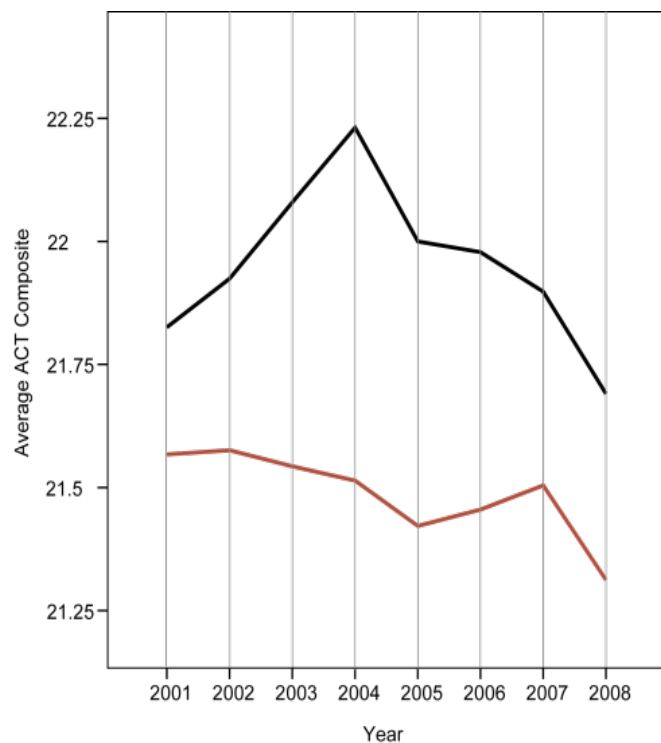
College Competitiveness



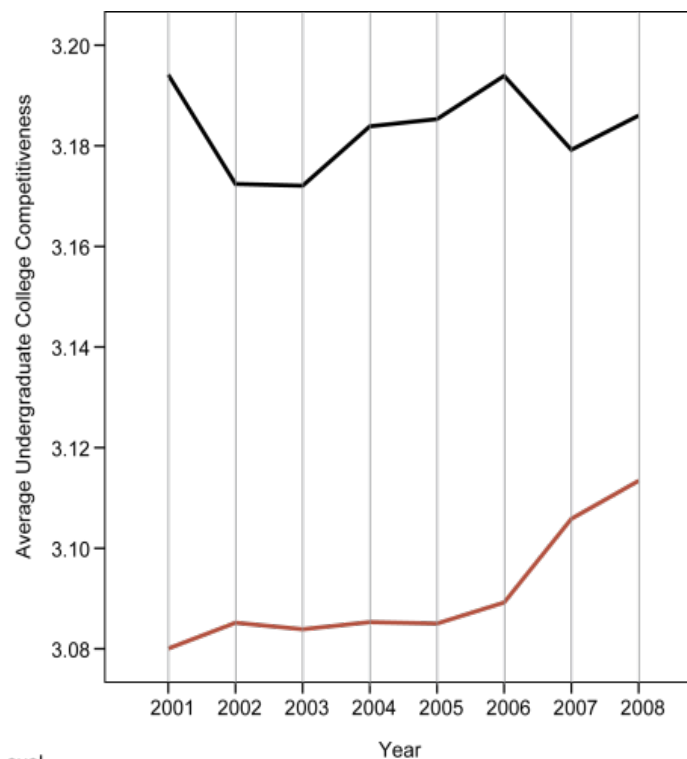
Teachers' and Principals' Academic Backgrounds

HS principals tend to have stronger academic backgrounds

ACT Composite



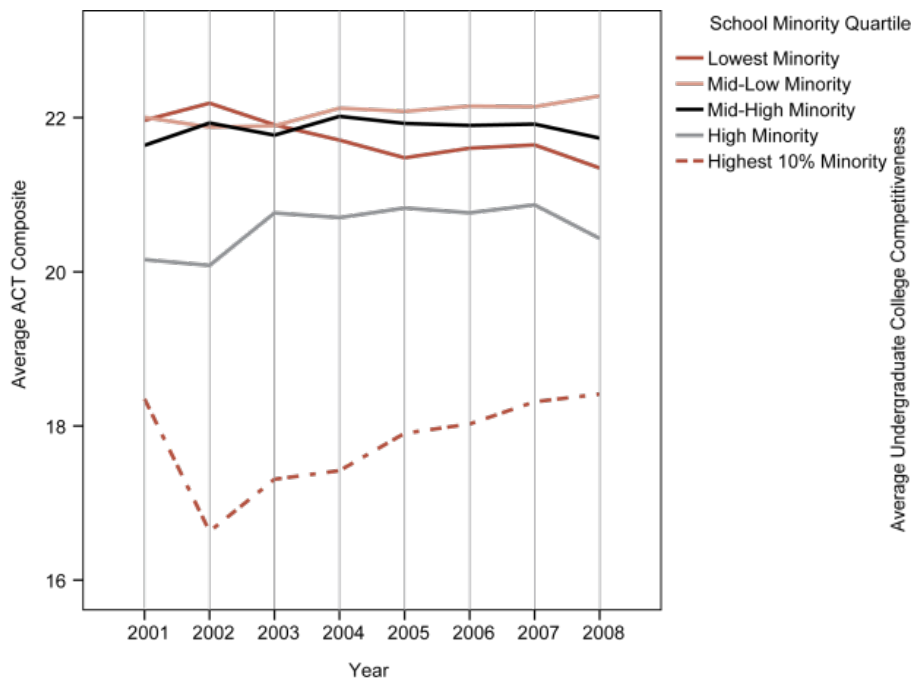
College Competitiveness



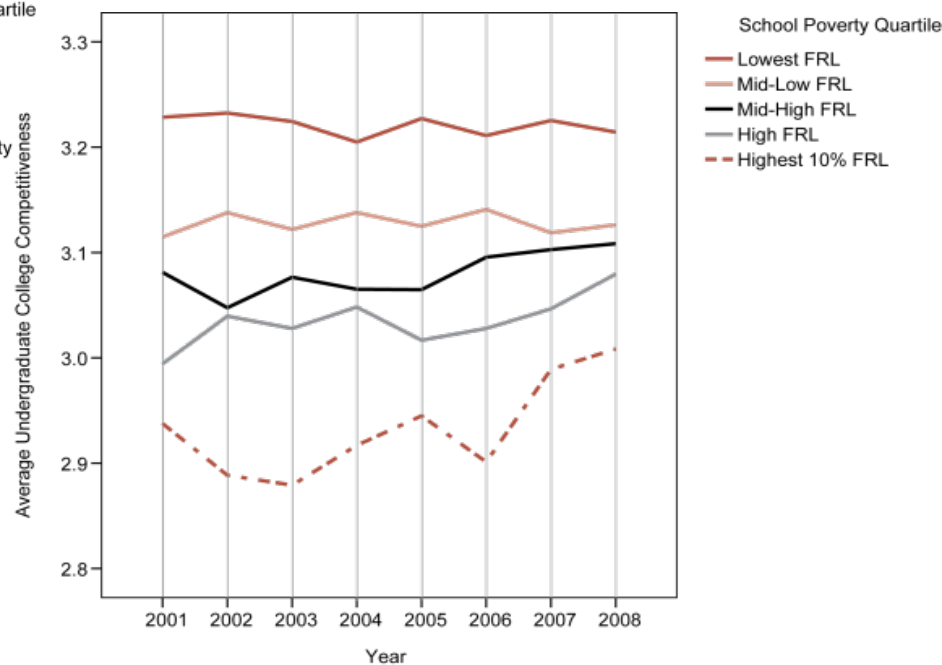
Principal Academics by School Level

The principals in the most disadvantaged schools tend to have the weakest academic backgrounds

Principal ACT by School Minority



Principal College by School Poverty

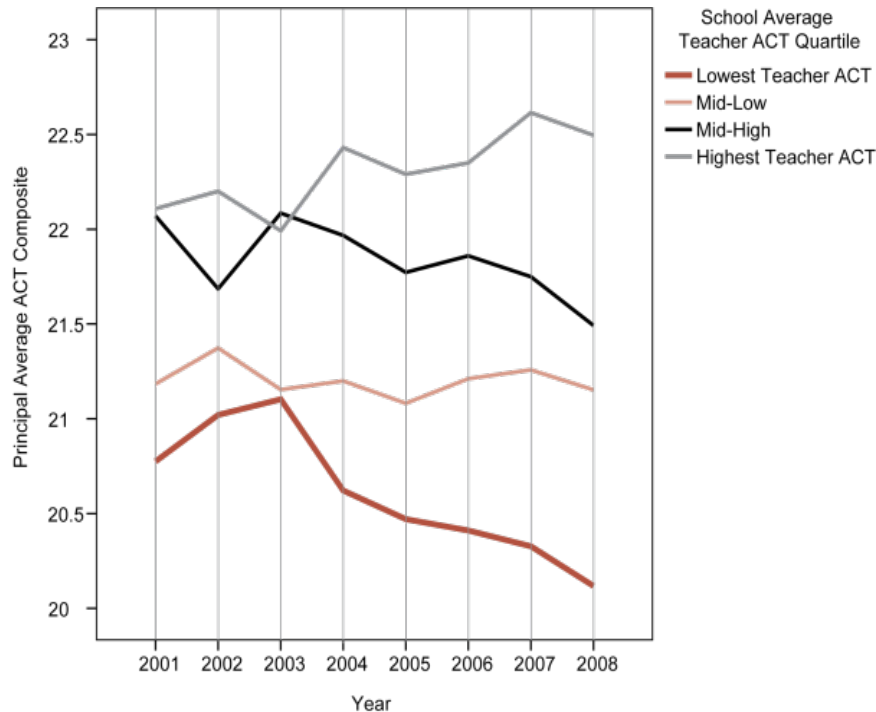


Principal Academics by School Demographics



Principals' academic characteristics tend to be similar to those of the teachers at their school

ACT Composite



College Competitiveness



Principal Academics by Teacher Academics

Summary

- Proportion of women increased to more than 50% and proportion of minorities *slightly* increased
 - Principals in more populated areas (Chicago/ Northeast/ urban/suburban) are more likely to be minorities and more likely to be women
- Today's principals are younger and less experienced than those eight years ago
 - But assistant principal and academic core teacher experience have increased, and principals in the state's more populous areas are more likely to have such experience
- Principals' academic characteristics have not changed much
 - And they are distributed in much the same manner as teacher academic backgrounds – schools with low proportions of poor and minority students tend to have principals with the strongest academic backgrounds