

Newly Certified Principal Demographics by Preparation Route 2014-15 through 2018-19

This report shows the number and percentage of candidates who received a standard principal certification through a Texas educator preparation program or who were issued a certification based on prior certification in a state other than Texas, aggregated by preparation route, gender, and race / ethnicity.

Definitions: An initial principal certificate is a standard principal certificate issued to an educator who was not previously issued a standard or lifetime principal certificate. Standard certificates, as defined in [19 TAC Chapter 230](#), are certificates offered since September 1, 1999 that are renewed every five years. The academic year is determined by the date of issuance. An academic year is defined as September 1 through August 31 of the following calendar year. Educators self-identify their gender and race / ethnicity in the Educator Certification Online System (ECOS). Educators may identify their gender as Male, Female, or Not Specified. The race / ethnicity categories included in the table are mutually exclusive and educators can update their race / ethnicity specification at any time.

Newly Certified Principal Gender by Preparation Route

| Preparation Route | Academic Year | Total | Female | | Male | |
|-------------------|---------------|-------|--------|---------|--------|---------|
| | | | Number | Percent | Number | Percent |
| Alternative | 2018-19 | 833 | 659 | 79.11% | 174 | 20.89% |
| | 2017-18 | 507 | 412 | 81.26% | 95 | 18.74% |
| | 2016-17 | 397 | 309 | 77.83% | 88 | 22.17% |
| | 2015-16 | 425 | 317 | 74.59% | 108 | 25.41% |
| | 2014-15 | 392 | 292 | 74.49% | 100 | 25.51% |
| University | 2018-19 | 4,283 | 3,205 | 74.83% | 1,078 | 25.17% |
| | 2017-18 | 3,462 | 2,529 | 73.05% | 933 | 26.95% |
| | 2016-17 | 3,066 | 2,231 | 72.77% | 835 | 27.23% |
| | 2015-16 | 3,203 | 2,276 | 71.06% | 927 | 28.94% |
| | 2014-15 | 3,282 | 2,328 | 70.93% | 954 | 29.07% |
| Out of state | 2018-19 | 332 | 227 | 68.37% | 105 | 31.63% |
| | 2017-18 | 203 | 148 | 72.91% | 55 | 27.09% |
| | 2016-17 | 199 | 135 | 67.84% | 64 | 32.16% |
| | 2015-16 | 214 | 151 | 70.56% | 63 | 29.44% |
| | 2014-15 | 202 | 144 | 71.29% | 58 | 28.71% |
| All Routes | 2018-19 | 5,448 | 4,091 | 75.09% | 1,357 | 24.91% |
| | 2017-18 | 4,172 | 3,089 | 74.04% | 1,083 | 25.96% |
| | 2016-17 | 3,662 | 2,675 | 73.05% | 987 | 26.95% |
| | 2015-16 | 3,842 | 2,744 | 71.42% | 1,098 | 28.58% |
| | 2014-15 | 3,876 | 2,764 | 71.31% | 1,112 | 28.69% |

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Newly Certified Principal Race / Ethnicity by Preparation Route

| Preparation Route | Academic Year | Total | Black / African American | | White | | Hispanic / Latino | | Asian | | Amer. Indian / Alaska Native | | Pacific Islander | | Two or More Ethnicities | | Other / Not specified | |
|-------------------|---------------|-------|--------------------------|--------|-------|--------|-------------------|--------|-------|-------|------------------------------|-------|------------------|-------|-------------------------|-------|-----------------------|-------|
| | | | Num. | Pct. | Num. | Pct. | Num. | Pct. | Num. | Pct. | Num. | Pct. | Num. | Pct. | Num. | Pct. | Num. | Pct. |
| Alternative | 2018-19 | 833 | 147 | 17.65% | 328 | 39.38% | 329 | 39.50% | 16 | 1.92% | 3 | 0.36% | 0 | 0.00% | 10 | 1.20% | 0 | 0.00% |
| | 2017-18 | 507 | 96 | 18.93% | 225 | 44.38% | 166 | 32.74% | 10 | 1.97% | 1 | 0.20% | 1 | 0.20% | 8 | 1.58% | 0 | 0.00% |
| | 2016-17 | 397 | 62 | 15.62% | 199 | 50.13% | 125 | 31.49% | 10 | 2.52% | 0 | 0.00% | 0 | 0.00% | 1 | 0.25% | 0 | 0.00% |
| | 2015-16 | 425 | 65 | 15.29% | 210 | 49.41% | 134 | 31.53% | 6 | 1.41% | 3 | 0.71% | 0 | 0.00% | 7 | 1.65% | 0 | 0.00% |
| | 2014-15 | 392 | 58 | 14.80% | 199 | 50.77% | 126 | 32.14% | 5 | 1.28% | 2 | 0.51% | 0 | 0.00% | 2 | 0.51% | 0 | 0.00% |
| University | 2018-19 | 4,283 | 731 | 17.07% | 2,278 | 53.19% | 1,139 | 26.59% | 52 | 1.21% | 13 | 0.30% | 5 | 0.12% | 65 | 1.52% | 0 | 0.00% |
| | 2017-18 | 3,462 | 533 | 15.40% | 2,003 | 57.86% | 799 | 23.08% | 47 | 1.36% | 20 | 0.58% | 4 | 0.12% | 55 | 1.59% | 1 | 0.03% |
| | 2016-17 | 3,066 | 456 | 14.87% | 1,857 | 60.57% | 674 | 21.98% | 30 | 0.98% | 19 | 0.62% | 0 | 0.00% | 29 | 0.95% | 1 | 0.03% |
| | 2015-16 | 3,203 | 506 | 15.80% | 1,880 | 58.69% | 712 | 22.23% | 41 | 1.28% | 16 | 0.50% | 3 | 0.09% | 42 | 1.31% | 3 | 0.09% |
| | 2014-15 | 3,282 | 533 | 16.24% | 1,871 | 57.01% | 767 | 23.37% | 47 | 1.43% | 18 | 0.55% | 2 | 0.06% | 40 | 1.22% | 4 | 0.12% |
| Out of state | 2018-19 | 332 | 88 | 26.51% | 189 | 56.93% | 44 | 13.25% | 3 | 0.90% | 3 | 0.90% | 0 | 0.00% | 5 | 1.51% | 0 | 0.00% |
| | 2017-18 | 203 | 50 | 24.63% | 119 | 58.62% | 23 | 11.33% | 3 | 1.48% | 3 | 1.48% | 0 | 0.00% | 5 | 2.46% | 0 | 0.00% |
| | 2016-17 | 199 | 48 | 24.12% | 114 | 57.29% | 26 | 13.07% | 6 | 3.02% | 1 | 0.50% | 0 | 0.00% | 4 | 2.01% | 0 | 0.00% |
| | 2015-16 | 214 | 65 | 30.37% | 112 | 52.34% | 30 | 14.02% | 1 | 0.47% | 2 | 0.93% | 0 | 0.00% | 4 | 1.87% | 0 | 0.00% |
| | 2014-15 | 202 | 47 | 23.27% | 117 | 57.92% | 29 | 14.36% | 2 | 0.99% | 3 | 1.49% | 0 | 0.00% | 4 | 1.98% | 0 | 0.00% |
| All Routes | 2018-19 | 5,448 | 966 | 17.73% | 2,795 | 51.30% | 1,512 | 27.75% | 71 | 1.30% | 19 | 0.35% | 5 | 0.09% | 80 | 1.47% | 0 | 0.00% |
| | 2017-18 | 4,172 | 679 | 16.28% | 2,347 | 56.26% | 988 | 23.68% | 60 | 1.44% | 24 | 0.58% | 5 | 0.12% | 68 | 1.63% | 1 | 0.02% |
| | 2016-17 | 3,662 | 566 | 15.46% | 2,170 | 59.26% | 825 | 22.53% | 46 | 1.26% | 20 | 0.55% | 0 | 0.00% | 34 | 0.93% | 1 | 0.03% |
| | 2015-16 | 3,842 | 636 | 16.55% | 2,202 | 57.31% | 876 | 22.80% | 48 | 1.25% | 21 | 0.55% | 3 | 0.08% | 53 | 1.38% | 3 | 0.08% |
| | 2014-15 | 3,876 | 638 | 16.46% | 2,187 | 56.42% | 922 | 23.79% | 54 | 1.39% | 23 | 0.59% | 2 | 0.05% | 46 | 1.19% | 4 | 0.10% |

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Methodology: All standard principal certifications that were issued since September 1, 2014 to educators who did previously hold principal certification were identified in the Educator Certification Online System (ECOS). These initial certifications were categorized into the academic year in which they were issued. Educators were categorized into one of the three mutually exclusive routes through which they obtained their initial certification and according to their self-identified gender and race / ethnicity.

Note: In our effort toward continuous improvement in data accuracy, we have updated our methodology and programming for identifying the program of the initial certification to better align with the practices of the Educator Certification department. Due to these improvements, numbers reported herein, particularly the numbers for out of state certifications, may be significantly different from those reported in previous years and should not be considered comparable with reports from prior years.

The demographic data contained in ECOS may be different than that contained in the employment records in the Public Education Information Management System (PEIMS) database, which relies on data reported to TEA by individual local education authorities annually, and, therefore, may not be fully comparable to Agency reports that rely on the PEIMS demographic data.