



School Leader Preparation Supply and Demand Study

Tennessee Higher Education Commission

State Board of Education

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Tennessee School Leader Preparation Supply and Demand Study

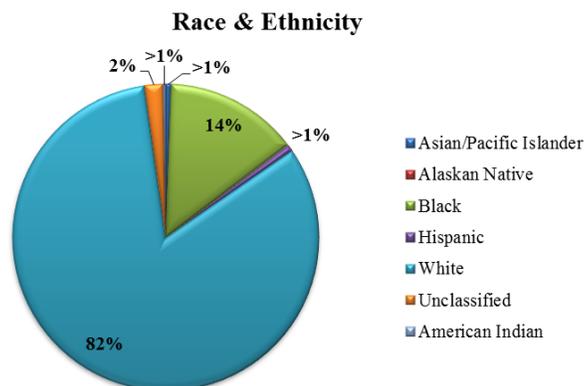
School Leader Program Information

Tennessee has made the training of high quality teachers and school leaders a priority in the state. An important part of meeting this goal is an examination of the school leader pipeline in Tennessee. As stated in Tennessee’s Race to the Top application “the Tennessee Higher Education Commission (THEC) and the State Board of Education are constructing a School Leader Supply/Demand Study...supported by Race to the Top funds. Analysis of existing employment profiles to gauge attrition and to anticipate the hiring of new school leaders who have met new licensure standards will greatly assist districts and school systems in projecting human capital needs.” The School Leader Preparation Supply and Demand Study aims to provide Tennessee’s nineteen school leader preparation programs and state policy makers the resources necessary to make data driven policy decisions around the training of school leaders in Tennessee.

Several sources of data were used to complete the School Leader Preparation Supply and Demand Study. For the past three years, the 19 Tennessee school leader preparation programs have supplied THEC with information on completers of their program that received an initial Tennessee school leader license. The cohort examined completers from 2009-2010, 2010-2011, and 2011-2012 as compared to school leaders statewide in the 2012-2013 school year. For some of the cohorts, the school leader preparation programs did not provide completer data to THEC. The THEC worked with the Tennessee Department of Education (TDOE) to match these completers to the Tennessee public K-12 school in which they served as principals or vice-principals in the 2012-2013 school year through personnel data housed at TDOE. Data on K-12 schools were linked to reported completers to perform the analysis of the performance of recent educator program completers serving in Tennessee public schools as compared to the performance of all school leaders statewide as reported by the TDOE in the annual [K-12 Report Card](#).

Demographics

Demographics	Completers	Percent Statewide
Female	1010	73%
Male	373	27%
In-State	1342	97%
Out of State	41	3%
Race		
• Asian/Pacific Islander	8	>1%
• Alaskan Native	0	0%
• Black	195	14%
• Hispanic	10	>1%
• White	1139	82%
• Unclassified	7	>1%
• American Indian	0	0%



Credentials

The data below reflect the credentials earned by the cohort reported to THEC by preparation programs earned when they received their initial Tennessee school leader or administrator license.

Credential	Completers	Percent Statewide
Most Frequent License Type		
• Beginning Administrator	1112	80%
• Beginning Instructional Leader	271	20%
Most Frequent License Endorsement		
• Beginning Administrator A PreK-12	801	58%
• Instructional Leader - Beginning	486	35%
Most Frequent Academic Major		
• Educational Leadership and Administration, General	803	58%
• Educational, Instructional, and Curriculum Supervision	121	9%
Most Frequent Credential		
• Master's Degree and License	557	40%
• Doctoral Degree and License	369	27%
• License Only*	457	37%

* All candidates for a Tennessee teacher, school leader, and administrator license must hold a least a bachelor's degree to be eligible for licensure.

Cohort Placement

The following data reflect the placement of cohort as reported to THEC by school leader preparation programs that served as principals or vice-principals in Tennessee K-12 public schools in the 2012-2013 school year.

Institution	2009-2010	2010-2011	2011- 2012	Total	Principals or V-P 2012-2013	Percent
Austin Peay State University		11		11	8	73%
Bethel University		4	23	27	22	81%
Carson Newman College		9	6	15	15	100%
Christian Brothers University	15	16	8	39	15	38%
Cumberland University		5		5	5	100%
East Tennessee State University	11	10		21	13	62%
Freed-Hardeman University		12	21	33	25	76%
Lee University		8	6	14	9	64%
Lincoln Memorial University		174	100	274	231	84%
Lipscomb University		35	27	62	46	74%
Middle Tenn. State University	45	85	39	169	143	85%
Tennessee State University		34	35	69	59	86%
Tennessee Tech University	118	236	63	417	342	82%
Trevecca Nazarene University		56		56	44	79%
Union University		38	42	80	69	86%
University of Memphis	8	12	7	27	19	70%
UT Chattanooga	8	12	4	24	18	75%
UT Knoxville		5	7	12	12	100%
UT Martin		16	12	28	20	71%
TOTAL	205	778	400	1383	1115	81%

K-12 School Characteristics

The data reported provides context on the Tennessee K-12 public schools in which the cohort served as principals or vice-principals in the 2012-2013 school year as compared to other principals and vice-principals in the state. In order to complete this analysis, THEC utilized data published by the TDOE on the annual K-12 Report Card. The National Association of Elementary School Principals and the National Association of Secondary School Principals suggest noting school characteristics when reporting on leader effectiveness in order to give a more robust picture of the challenges facing school leaders (Clifford, Mathew and Steven Ross, [Rethinking Principal Evaluation](#), 2011.)

K-12 School Characteristics	Cohort Rate	State Rate	Difference
Economically Disadvantage Students	62.2%	58.6%	3.6%
English Language Learners	8.3%	4.3%	4.0%
Students with Disabilities	14.7%	13.7%	1.0%
K-8 Attendance	95.4%	95.4%	0.0%
High School Attendance	93.7%	94.4%	-0.7%
K-8 Promotion Rate	97.2%	98.2%	-1.0%
High School Graduation Rate	83.4%	86.3%	-2.9%

School-wide Achievement Exam Scores

The data reported provides information on the achievement levels of students in Tennessee K-12 public schools reported to THEC by school leader preparation programs cohort that served as principals or vice-principals in the 2012-2013 school year as compared to other principals and vice-principals in the state. In order to complete this analysis, THEC utilized data published by the TDOE on the annual K-12 Report Card on the Tennessee Comprehensive Assessment Program (TCAP) and the ACT.

Tennessee Achievement Exams	Cohort Percent Proficient	State Percent Proficient	Difference
TCAP Math	50.6%	50.8%	-0.2%
TCAP Reading	48.9%	50.4%	-1.5%
TCAP Science	61.5%	62.2%	-0.7%
TCAP Social Studies	85.2%	84.8%	0.4%
Algebra I End of Course	60.3%	60.3%	0.0%
Algebra II End of Course	42.3%	42.0%	0.3%
Biology End of Course	61.9%	62.3%	-0.4%
English I End of Course	67.6%	68.1%	-0.5%
English II End of Course	58.7%	59.5%	-0.8%
English III End of Course	40.1%	39.6%	0.5%
US History End of Course	96.1%	96.1%	0.0%
National Achievement Exam	Average Cohort Score	Average State Score	Difference
ACT Composite	18.7	19.1	-0.4
ACT English	18.3	18.8	-0.5
ACT Math	18.3	18.6	-0.3
ACT Reading	19.0	19.3	-0.3
ACT Science	18.7	19.1	-0.4

Tennessee Teaching, Empowering, Leading and Learning (TELL) Survey Data

School-based licensed educators are surveyed about teaching and learning conditions in K-12 schools using the [TELL Survey](#). The indicators examined are taken from the results from the school leadership portion of the survey conducted during the 2012-2013 school year published by the TDOE. The data reported provides information on the school environment fostered by the cohort that served as school leaders in the 2012-2013 school year as compared to other school leaders in the state. The survey was completed by 82 percent of licensed K-12 school personnel statewide and “results include the answers to questions aggregated by state, for each district, and for every school that met, or exceeded, the 50 percent minimum response rate.”

Statements Concerning School Leadership	Cohort Average Agreement	State Average Agreement	Difference
Faculty and leadership have a shared vision.	87%	87%	0%
Atmosphere of trust and mutual respect.	78%	78%	0%
Teachers feel comfortable raising issues and concerns that are important to them.	75%	75%	0%
School leadership consistently supports teachers.	83%	83%	0%
Teachers are held to high professional standards for delivering instruction.	96%	96%	0%
School leadership facilitates using data to improve student learning.	96%	96%	0%
Teacher performance is assessed objectively	83%	83%	0%
Teachers receive feedback that can help them improve teaching.	88%	88%	0%
Procedures for teacher evaluation are consistent.	79%	79%	0%
School improvement team provides effective leadership at this school.	83%	83%	0%
Faculty is recognized for accomplishments.	83%	84%	-1%
School leadership makes a sustained effort to address teachers concerns about			
• leadership issues	81%	81%	0%
• facilities and resources	87%	87%	0%
• the use of time in my school	81%	81%	0%
• professional development	83%	83%	0%
• teacher leadership	85%	85%	0%
• community support and involvement	88%	88%	0%
• managing student conduct	82%	83%	-1%
• instructional practices and support	90%	90%	0%
• new teacher support	84%	84%	0%