Black Teachers and Principals in Texas:  
*A Detailed Analysis of Placement, Retention, Mobility, and Promotion*

A Presentation for CSOTTE 2020

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*University of Houston Education Research Center*
University of Houston Education Research Center

- Research Center and P-20/Workforce Data Repository
  - TEA, THECB, TWC data
  - Longitudinal, student-level data
- UH ERC aspires to bridge the gap between theory and policy
- UH ERC works with researchers, practitioners, state and federal agencies, and other policymakers to help inform upon critical issues relating to education today.
UH ERC
Relevant Work

• EPP projects for TACTE
  • Assessing the Effectiveness of Texas EPPS

• Current Projects for other Stakeholders
  • Teacher preparation, mobility, retention

• Publications Under Review:
  • *A QuantCrit Analysis of the Black Teacher to Principal Pipeline*
  • *STEM Teachers in Highest-Need Schools: An Analysis of the Effects of the Robert Noyce Teacher Scholarship Program on STEM Teacher Placement and Retention*
Research Purpose

• Provide data and analysis integral to understanding the Black educator landscape in Texas
  • Describe the Black educator landscape in Texas and
  • Understand the characteristics associated with placement, retention, mobility, and promotion of Black educators

• Provide implications for policy and practice in educator preparation programs to increase the Black educator workforce in Texas
Black Education Landscape in Texas

As of 2019,

13% of Students
11% of Teachers
18% of Assistant Principals
13% of Principals

in Texas Public Schools identify as Black
Historical Context

• The legacy of Black education is inextricably connected to the historical oppression of Black people from the first enslaved Africans on American shores

• For the first 200 years, Black education was purposefully suppressed by the prohibition of education of people who were enslaved in America

• Following Emancipation, Black education was restricted to trade schooling. Schooling for Black children was mainly provided by Black educators. Resources were disproportionately distributed by White-dominant government to favor schools serving White students

• Brown v. Board of Education (1954) desegregation efforts decimated the pool of Black teachers and, thus, the pipeline of Black principals

Anderson, 2015; Milner & Howard, 2004; Tillman, 2004; Peters, 2019
Relevant Literature

- Racial and ethnic identities of teachers and administrators are related to student outcomes (Dee, 2004, 2005; Egalite, Kisida, & Winters, 2015; Joshi, Doan, & Springer, 2018)

- Decline in the Black educator workforce influences achievement outcomes among Black students (Milner, 2006; Milner & Howard, 2004)

- A rich literature base documents the racism and discrimination Black educators are subjected to throughout the teacher to principal pipeline (Agosto, Karanxha, & Bellara, 2015; Carver-Thomas, 2018; Cruzeiro & Boone, 2009; Davis, Gooden, & Micheaux, 2015; Griffin & Tackie, 2016; Leonard & Daly, 2017; Madkins, 2011; Milner & Howard, 2004; Ortiz, 2000; Smith, 2016; Tallerico, 2000)
Data

• The **University of Houston Education Research Center** (UH ERC) serves as both a research center and as a site for the P-20/Workforce Data Repository providing access to longitudinal, student-level data for scientific inquiry and policymaking purposes.

• The dataset for this research was constructed using Texas Education Agency, Texas Higher Education Coordinating Board, and Texas Workforce Commission data housed within the UH ERC.
Black Teachers

• 51,952 Black teachers served as the teacher of record for at least one year between 2001 and 2019
  • 73% identified as Women
  • 87% held a Standard Teaching Certificate
    • 80% prepared through Alternative Certification Program
    • 20% prepared through University-based Program

• Campuses hiring first-year Black Teachers
  • served high average concentrations of low-income (71%) and Black (34%) students
  • Located in major metropolitan areas of Texas
Teacher Retention

- 25% of Black teachers left the classroom and the field of education after 3 years
- 34% of Black teachers left the classroom and the field of education after 5 years
- 52% of Black teachers left the classroom and the field of education after 10 years

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Left Teaching</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>2 Years</td>
<td>8%</td>
<td>18%</td>
</tr>
<tr>
<td>3 Years</td>
<td>7%</td>
<td>25%</td>
</tr>
<tr>
<td>4 Years</td>
<td>5%</td>
<td>30%</td>
</tr>
<tr>
<td>5 Years</td>
<td>4%</td>
<td>34%</td>
</tr>
<tr>
<td>6 Years</td>
<td>4%</td>
<td>38%</td>
</tr>
<tr>
<td>7 Years</td>
<td>3%</td>
<td>41%</td>
</tr>
<tr>
<td>8 Years</td>
<td>3%</td>
<td>44%</td>
</tr>
<tr>
<td>9 Years</td>
<td>3%</td>
<td>47%</td>
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<tr>
<td>10 Years</td>
<td>4%</td>
<td>52%</td>
</tr>
</tbody>
</table>
51,952 Black teachers taught for an average of 6.5 years

3,192 (6%) Black Teachers became Assistant Principals and remained in the position for an average of 6.3 years

1,180 (2%) Black Teachers became Principals
## Teacher Promotion

• By 2019, 3,192 of the 51,952 teachers that began teaching after 2000 became an Assistant Principal

• By 2019, 1,180 of 51,952 Black teachers became Principal

<table>
<thead>
<tr>
<th>Year</th>
<th>New Teachers #</th>
<th>Assistant Principal #</th>
<th>Assistant Principal %</th>
<th>Principal #</th>
<th>Principal %</th>
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<td>2,948</td>
<td>398</td>
<td>14%</td>
<td>196</td>
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<tr>
<td>2002</td>
<td>2,970</td>
<td>329</td>
<td>11%</td>
<td>140</td>
<td>5%</td>
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<tr>
<td>2003</td>
<td>2,533</td>
<td>326</td>
<td>13%</td>
<td>141</td>
<td>6%</td>
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<tr>
<td>2004</td>
<td>2,027</td>
<td>234</td>
<td>12%</td>
<td>110</td>
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<td>2005</td>
<td>2,559</td>
<td>268</td>
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<td>104</td>
<td>4%</td>
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<tr>
<td>2006</td>
<td>2,808</td>
<td>275</td>
<td>10%</td>
<td>102</td>
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<tr>
<td>2007</td>
<td>3,296</td>
<td>257</td>
<td>8%</td>
<td>91</td>
<td>3%</td>
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<tr>
<td>2008</td>
<td>3,493</td>
<td>260</td>
<td>7%</td>
<td>83</td>
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<td>2009</td>
<td>3,012</td>
<td>198</td>
<td>7%</td>
<td>55</td>
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<tr>
<td>2010</td>
<td>2,329</td>
<td>161</td>
<td>7%</td>
<td>37</td>
<td>2%</td>
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<tr>
<td>2011</td>
<td>2,161</td>
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<td>32</td>
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<tr>
<td>2012</td>
<td>1,433</td>
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<tr>
<td>2013</td>
<td>2,547</td>
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<td>4%</td>
<td>18</td>
<td>1%</td>
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<td>2014</td>
<td>3,379</td>
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<td>18</td>
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<tr>
<td>2015</td>
<td>3,726</td>
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<td>1%</td>
<td>16</td>
<td>0%</td>
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<td>2016</td>
<td>3,481</td>
<td>30</td>
<td>1%</td>
<td>5</td>
<td>0%</td>
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<tr>
<td>2017</td>
<td>3,515</td>
<td>16</td>
<td>0%</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>2018</td>
<td>2,997</td>
<td>11</td>
<td>0%</td>
<td>9</td>
<td>0%</td>
</tr>
</tbody>
</table>
Black Principals

Of the 1,180 Black teachers who became principals between 2001 and 2019:

- 64% identified as women
- 30% were prepared for their teaching career through an alternative certification program
- 97% held principal certifications
- 80% served as an assistant principal
- 7% became principals at the same campus where they began their teaching career, and 16% were promoted to principal at the same campus where they first became an assistant principal
Campuses Hiring First-year Black Principals

- The 1,180 Black Teachers that became principals between 2001 and 2019 were hired by campuses that:
  - Served student populations with high average concentrations of low-income (70%) and Black (32%) students
  - Were located in four large urban areas (75%): Houston, DFW, Austin, San Antonio

- Elementary schools hired the largest proportion of Black principals (45%), followed by middle schools (25%), mixed grade level schools (17%), and high schools (13%).
Summary of Findings

• Black teachers make up 11% of the teaching workforce and are most often prepared through an Alternative Certification Program

• Black teachers are employed by campuses that serve high average concentrations of low-income (71%) and Black (34%) students and are located in major metropolitan areas of Texas

• 6% of Black Teachers became Assistant Principals and after teaching for an average of 6.5 years

• 2% of Black Teachers become Principals after serving as an Assistant Principal for an average of 6.3 years
Synthesis of Findings

• Conclusions reached in previous literature are misleading in regards to Black teachers and principals
  • *Black teachers are more likely than white peers to become principals (Fuller, Young, & Orr, 2007; Gates et al., 2004; Ringel et al., 2004)*
    • Only 341 of 38,740 Black teachers became a principal between 2001 and 2019
  • *Davis, Gooden, and Bowers (2017) reported that a teacher was most likely to become a principal six years after receiving an initial administrator certificate*
    • After obtaining at least a bachelor’s degree, a teacher certification, a master’s degree, and a principal certification, Black teachers typically have an average of 13 years of experience in order to be considered for promotion to the principal position
Synthesis of Findings

• Pipeline to principalship is uniquely influenced by race
  • 64% of Black teachers that became principal were women
  • Higher rates of teacher retention compared to White teachers might be due to racism in promotion practices documented in literature (Agosto, Karanxha, & Bellara, 2015; Carver-Thomas, 2018; Cruzeiro & Boone, 2009; Davis, Gooden, & Micheaux, 2015; Griffin & Tackie, 2016; Leonard & Daly, 2017; Madkins, 2011; Milner & Howard, 2004; Ortiz, 2000; Smith, 2016; Tallerico, 2000)

• Black teacher recruitment and promotion is integral to bridging opportunity gaps in schools
  • Black teachers are more likely to serve students of color
  • Black educators positively effect student outcomes (Dee, 2004, 2005; Egalite, Kisida, & Winters, 2015; Joshi, Doan, & Springer, 2018)
Thank you!

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